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ABSTRACT

The purpose of this monograph is to present some recent trends on current issues that should be taught in elementary social studies courses. It is designed to provide information for teachers who wish to make their social studies programs more relevant to the times. The topics under consideration have been selected because they are relatively new to most elementary programs and include women, law, ethnic studies, international education/global education, American studies, urban problems, environmental problems, Latin America, and Africa. Most of the materials and ideas for this publication are taken from the journals, yearbooks, and bulletins of the National Council for the Social Studies (NCSS). Each section contains a discussion of the need for studying a particular issue, some background information needed by the teacher to understand recent thinking about the issue, concepts that are significant in teaching and learning about the topic, and practical activities for children in an elementary school. (Author/DE)

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CURRENT ISSUES IN SOCIAL STUDIES EDUCATION

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David T. Turney
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SEP 25 1975

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September, 1975

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FOREWORD

Students are bombarded with information about local, national and world problems. There are problems of racial, ethnic and/or sexual bias, energy shortages, the suffering of people near our homes or half-way around the world; and solutions are not simple.

A horrendous amount of information is available to teachers; no single reference can be sufficiently detailed to provide all necessary information. This publication, however, can provide a framework of issues that should be included in programs for students. Students and parents are already involved and concerned; it would seem to make good sense for the schools to help students face these issues objectively and humanely.

With the publication of this booklet, teachers have an outline and information that will assist them in helping students face these issues. This booklet should be a valuable addition to the assistance available to the Social Studies teachers.

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PREFACE

The purpose of this monograph is to present some recent thinking on current issues that should be given attention in social studies education. Some of the issues have been selected because they are relatively new to most elementary programs. These would include the topics on women, law, career education, international education/global education, drug education, and ethnic studies including Afro-Americans, native Americans, Asian-Americans, and Mexican-Americans. Other issues have been selected because there is a need for many teachers to change emphasis as these topics are studied. These would include the topics on the environmental crisis, American Studies, urban problems, consumer education, Latin America, and Africa.

The ideas within this publication have been taken mostly from the materials of the National Council for the Social Studies because within their journals, yearbooks, and bulletins one finds a multitude of articles exhibiting expert current, relevant thought on the changing scene in social studies education.

Each section contains a discussion of the need for studying a particular issue, some background information needed by the teacher to understand recent thinking about the issue, concepts to be learned that are significant in teaching and learning about the topic, and practical activities for using with the children in the elementary school. The authors feel this publication will appeal to those teachers who have a continuing commitment to self-improvement and who need to find up-to-date thinking in one publication which can start them on their way toward making their social studies programs more relevant to the times.

Joan Doherty
William L. Walker

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Any conception of education not tied to questions of societal values is dangerous.

Lawrence Cremin

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INTRODUCTION

Neglect within our social studies programs of social problems and the potential issues surrounding the problems is not what is needed by our society. Neither are social studies programs that develop biased thought, bizarre national stereotypes, or that fail to assist students to develop a sense of democratic values. Yet we find that even though our society has undergone enormous social and cultural changes over the past two decades, corresponding revisions in the school's social studies programs have not occurred. Social studies should focus on people, on the world, and on the relationships between the two. The topics and areas studied by children have often remained the same for too long, with study oriented to the past rather than to the present or future. Too much study has been descriptive of places and things where only the many facts learned have changed. What is called for is a program to help children to understand, analyze, react to, and act upon the relationships of human beings to the world in which they live, the relationships of human beings to other human beings, and the relationships of human beings to themselves.

The textbooks available to teachers, with a few recent exceptions, generally offer little help. This publication is an attempt to present some of the current issues that should be given much attention in social studies education. Some of the issues have been selected because they are problems that will confront all human beings in the next few decades. Others have been selected because although they are subjects of continuing concern, the background of many teachers is not sufficient for helping students to make wise decisions in these areas. The current issues presented here deal with the Environmental Crisis, International or Global Education, Ethnic Studies, American Studies, Law, Women, Urban Problems, Latin America, and Africa. These topics need to be interwoven with unit topics or taught as separate units at all levels of social studies education.

As the public schools' social studies programs have been slow in responding to social and cultural changes, so have the teacher training institutions. Little or no study is normally made by prospective teachers during their four years of college concerning the environmental crisis, global problems as they affect the international situation, minority group problems, the role of law in a free society, feminists' concerns, making the study of American history relevant to the problems of today, the problems of our cities, and understanding our neighbors in Latin America and Africa. Yet it is in these areas that wise decisions will have to be made in our lifetime and in our students' lifetimes.

We find far too many teachers in both the elementary and secondary schools who feel inadequate to teach about these things or who even though they try to teach about them leave out much that should be considered.

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This situation must be altered. Fortunately we are beginning to see a number of the topics now receiving attention in social studies programs. Intent and effort on the part of many educators are removing social studies from its image of useless and meaningless dates, names, and places as end products. An image of usability, thoughtfulness, and rationality is beginning to take shape. Teachers are considering the diversity of people's values as they attempt to solve problems as well as the relevant facts that help people make decisions and relate to others.

Current Issues is designed to assist all teachers who have a continuing commitment to self-improvement. It will assist those teachers who would like to make changes, but who have not felt comfortable about doing so. It will assist those teachers who want or need information to start them on their way toward making their social studies programs more relevant and who have time to only use one source. Obviously no one publication can completely deal with all the current and persistent social problems and issues. Thus, the nine issues dealt with in this publication are only a starting point.

In presenting the materials contained within this publication we have relied most heavily upon the materials of the National Council for the Social Studies because within their journals, yearbooks, and bulletins one finds a multitude of articles exhibiting expert current, relevant thought on the changing scene in social studies education. Such information is invaluable to the teacher of social studies. Acquaintance with this most recent thinking allows the teacher to go beyond the normally limited information found in textbooks.

The material for each current issue has been selected and organized so as to be of maximum informational value. Rather than reprinting in totality a large number of articles, our approach is one of abstracting and paraphrasing in order to acquaint the teacher with a greater variety of recent thought concerning each issue. However, to assure proper identification of each author's work and to allow for further scholarly pursuit by students, our format introduces the author's material by identifying him or her and then includes a bibliographic entry citing the source. Each section contains a discussion of the need for studying a particular issue, some background information needed by the teacher to understand the issue, concepts to be learned that are of major significance in teaching the topic, and practical activities for using with the children as they react to each current issue.

Chapter 1

ENVIRONMENTAL CRISIS

> A major responsibility of educators right at this time in my judgment is to help in translating the widespread emotional clamor that something be done about the environment into practical, feasible programs of action.... Unless this translation can be achieved soon, one can predict with confidence that the present stage of excitement about the environment will be followed by massive frustration with some people giving up, others rushing headlong into ill-conceived actions, and yet others veering off to fight for some other cause on some other battlefield. (3)

With these words Joseph Fisher sets forth the challenge facing educators. In many parts of the world, Fisher says, there is a widely shared feeling of crisis with regard to the physical environment. The air has become increasingly polluted. Most of our waterways are having to carry ever-increasing loads of pollution. Chemical fertilizers and pesticides are causing environmental changes. The urban landscape has become generally unattractive. Noise and congestion in many regions now diminish the quality of life. Social pollution, concerned with contagious and obstructive social acts, has led to disruptions of established self-regulating social behavior. And the entire world is diffused through the atmosphere or the oceans with radioactive materials and certain harmful chemicals. Although, as Fisher sees it, the condition of the environment is getting worse, the picture is not entirely dark. Some headway is being made.

Yet people now expect a cleaner, more healthful and attractive environment. In fact, people are convinced that it can be achieved. Fisher believes that it is this gap between expectations about the environment and the actual condition of it that the term crisis so aptly describes. Two things he sees as fundamental with regard to the natural environment are that human health should be preserved and enhanced and that the whole ecological support system should be maintained and improved. Everyone has his own pet candidates for elimination when he discusses polluting forms of production and consumption. Obviously, says Fisher, the natural environment will be better off to the extent that waste materials can be confined closely within production and consumption systems through recycling and reuse processes. Certainly more knowledge is needed before corrective programs can be worked out. More education is needed. More research is needed. More effective communication is needed to spread widely through the population that knowledge which already exists. There is a need, Fisher asserts, for children to become sensitive to the environmental crisis and learn ways in which each individual may help to bring about the needed changes. Units focusing on some aspect of the

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problem can bring about more reliable interpretations of environmental conditions, a better analysis of the problems as well as a view of alternative solutions for the improvement of society's environment. (3)

Pauline Gratz has written an article in which she asserts that the health and welfare of mankind are rooted in a complex system composed of all the facets of the environment, including man himself, interacting with and on each other. No study of the physical environment makes sense, she says, if it neglects to focus on man's relationships with the environment. It is impossible to study air pollution without considering its relationship to waste disposal, electric power generation, public transportation, human and animal health, the chemistry of agriculture, and the like. The ecological community is a system and, according to Gratz, the task of restoring stability to this system is vast and deeply rooted in economic, social, and political issues. In addition to environmental pollution, she believes that man also faces a food crisis. However, she maintains, what is most disturbing is a world population growing at an unparalleled rate of 2 percent per year. This means 132 people are added to the present population per minute. Within the United States the population now exceeds 200 million, an increase of 70 million plus in less than 37 years.

> It is this enormous growth that has polluted our air and water; that is consuming our material resources faster than they can be replaced and has placed impossible pressures on our living conditions. (4)

Gratz believes that the responsibility for preparing people to make judgments relating to restorative programs lies with teachers who will help young people learn relevant facts, acquire a way of thinking that sees the environmental crisis as a problem to be solved by all with a certain amount of sacrifice necessary for each individual, learn how to analyze the controversy, and understand the interrelationships between man and the environment. (4)

In a related article Elizabeth Wallace says, "Again and again, students must be made to recognize that the environmental problem is a matter of individuals...their habits, tastes, cultures, resources, and, above all, their numbers." (9) She sees the job of social education as helping each individual identify his role in the environmental revolution. She believes that the success of the revolution lies with the individual and the degree to which he personally supports it. Nothing less than a community-wide approach to environmental learning in which every educational resource, especially the school, is used to develop new attitudes will suffice in the face of the gravity of the problem. (9)

According to Stephen Viederman, students need to recognize that population is one of the major problems of our times. Population education, he says, is the process by which students investigate and explore the nature and meaning of population processes, population characteristics, the causes of population change, and the consequences of these phenomena

for himself, his family, his society, and the world. The study of population itself usually includes a broad range of phenomena: changes in the size of populations; their character and structure by sex, age, marital condition, race, ethnicity, occupation, class, and place of residence; movements of population within countries and between them; urbanization; family structure; the status of women; and the relationships of population to the economy, to government policy, to the distribution of political power and to the environment.

However, Viederman says, one should not focus on population as an isolated problem but, rather, assist students to see the relationships between population growth and the environment in industrialized societies, and the status and impact of family planning on both. Considerable interest --and thus a need for rational thinking--has been stimulated in the subject of population due to its relation to many economic, social, political, and personal problems such as employment and employment trends, income levels, the agricultural outlook, the persistence of poverty, international relations, race relations, birth control, social-security legislation and administration, consumption of goods and services, regional planning, stranded migrants, and marriage. (8)

The April 1972 Social Education includes a bibliography to help the teacher and student in their study. This issue also includes a photo-essay on population and education in Central America and a 1971 World Population Data Sheet that can be used to raise questions for inquiry. Units, audio-visual materials, and a list of organizations and agencies that have materials are also included in this extensive bibliography.

Kenneth Watt and others in a thoughtful article take the position that in the past very little attention has been given to the quality of life that the increasing Gross National Product brought. There was an assumed relationship of "good." Now, they contend, since the GNP measures only the value of all final products--goods and services--other measures such as crime, accidents, mortality, morbidity, divorces, population, pollution, forest fires and the like are being brought into consideration.

The social studies teacher who recognizes the conflict between concerns for economic growth and concerns about the quality of life can bring it into discussions so that students can understand the issue and value conflicts involved. In the elementary school it is common for children to study about people and cultures in society. At such times questions regarding quality of life are quite appropriate. Teachers should ask pupils to consider whether civilizations with the highest levels of industry and economic output are necessarily the most desirable ones in which to live; whether or not there are desirable aspects of life in the culture under study missing from our own; or "Does every increase in economic output necessarily bring greater well-being to the group to which the change has been introduced?" These concerns and questions introduce children consciously to the arena of conflicting values in their own culture regarding environment and quality of life. (10) The November 1973

Social Education includes a list of resources for teaching about this important topic.

The study of ecology should begin in the primary grades or earlier according to Edythe Margolin. It must be recognized, she says, that human action in relation to wise use of the environment is a part of the real world. Children have an uncanny perception in honestly presented problems and can learn complex ideas related to the social-ecological environment. Children need to develop a social consciousness. The change in the quality of the environment has brought about the need for all to learn how to make responsible decisions concerning the system. Margolin believes that in the primary grades children can accept that responsibility by serving as watchdogs as they become aware of what is happening around them. They can observe building rubble at an excavation site; they can study history, climate, and demography of the community; they can explore the outdoors to find areas that need improvement.

A worthwhile theme to be pursued, she feels, is planning experiences that refer to man's need for aesthetic satisfaction. Teachers should encourage children to cherish a beautiful sight. One of the most difficult tasks of the teacher is that of encouraging a feeling without moralizing. The teacher must allow for differences of opinion and the fact that some people receive pleasure from certain experiences and that others do not. Therefore, Margolin asserts, children need to be exposed to a variety of aesthetic experiences. Line, color, form, movement, and space as they apply to animals, plants, and architecture carry an environmental art ethic that provides satisfactions for man's need for beauty. She suggests that fixing up an area of the playground, planning how to make the classroom more beautiful, improving a small spot in their own homes, or working to improve a section of their community can aid children in recognizing that the environment is everyone's responsibility and it is possible for each individual to become involved.

Another theme that can be used with the young child, according to Margolin, centers around an ecological code of ethics concerning environmental protection. Protecting public property, she asserts, will not become an individual commitment without persistent teaching. The legitimate use of another's property but not the right to destroy it can be understood by young children. Children can participate in projects to learn the relationships between public and private property. Teachers can point out continually that air, water, space, and land are public; affected not only by financial support of the people but by the way they feel. She maintains that reflecting on the balance needed for environmental quality can appeal to the idealistic tendencies of young children. To do these things, however, teachers need a body of facts from authentic sources which can be transmitted to the pupils. Margolin suggests that materials can be obtained from museums, scientific and professional journals and organizations, government agencies, and various school sytems. This material must be kept up to date. Identifying problems and learning where to find information on these problems as children explore alternative solutions, she believes, should start pupils off to

the knowledge of techniques needed for legitimizing protection of their own society. (6)

In the intermediate grades children might want to emphasize problems dealing with an urban environment. Eliot Levinson and Saul Yanofsky collaborate to provide an action-oriented article on environmental education in an urban area. The need to remake or make the urban environment into a better place is complex. Thus, they say, children need to learn to use the critical thinking and decision-making tools which will enable us to create desirable personal, social, and physical surroundings--a total environment. Environment is physical; that is, it is a geographical location such as a park, house, room, etc. Environment is social; that is, the shape or form in which people group or organize for a given purpose such as a class, family, business, volunteer group. Environment is personal; that is, the individual's viewpoint, feelings, and perceptions about a given place or group. This three-fold definition, according to Levinson and Yanofsky, emphasizes not only the geographical place but the individual's perception of his own or other people's interaction, action, and reaction with that place. Questions such as what is it, what do we do in it, and how do we feel about it should guide study. They believe that children need to recognize that we create environments for a definite purpose. Basketball courts are created for the unique social environment of the sport. High ceilings in a church are created to evoke a personal reaction. As environments overlap, interact with and affect each other, they may either conflict or harmonize.

Levinson and Yanofsky point out that the concept of the three-piece environment suggests certain goals teachers should be trying to accomplish. The learner should be provided with the information, skills, and processes which enable him to adapt comfortably to the environment or to change it to fit his intent. The student should become aware of the components of the environment and a set of constructs whether affective, physical, or social within which to place these components. The pupil should apply the social science processes of trading-off and balancing. Trading-off involves what one must give up in order to get what one wants; balancing is the process where one looks at what happens when there is too much or too little of something.

The pupil's in-school life, they believe, should be related to his or her life outside of school and each pupil should be allowed to follow his or her natural learning style. For some, street knowledge can be used as a beginning point. For some, a rich variety of media is needed, especially if the child is not a proficient reader. For some, verbal material is best. Using oral, aural, visual, and tactile ways of gathering and grouping information, they believe, may help some pupils learn basic skills and gain cognitive information. Conducting interviews, building models, mapping an area, listening to a tape, preparing a movie, playing games, or making posters may be more appropriate to a particular pupil or group of pupils.

Each opinion, they say, that a pupil gives or each model that a pupil

constructs should be found acceptable if the pupil can support it. At every point students should be provided with alternatives and each should look at the familiar but also be exposed to the less familiar; such as in a study of transportation each should study moving sidewalks, no private vehicles on streets, monorails, and so on. If students are to become ongoing learners, they assert, then teachers need to become ongoing learners. Teachers need to read widely in order to introduce children to new ideas. Relevant materials from history or geography can be used as the teacher plays a facilitative role. They believe study should center around challenging problems that the pupils may not have explored through television or what they already learned in the primary grades. (5)

Another promising approach to the study of ecology, according to Robert Dwyer, is found in the natural setting provided through school camping programs. He believes these programs offer superb opportunities for outdoor education in a natural environment and are especially helpful to children living in an urban environment. Such programs, he claims, started as extensions of the regular school program in which math lessons, art, physical education, music, conservation, and science were conducted in an outdoor classroom. Today they have evolved into an education with an effective ecological base. To be effective these programs must be well planned and well staffed with a set of definite instructional objectives which clearly measure learning outcomes. One of the most vital functions, according to Dwyer, is to expose the urban student to a different kind of environment and provide the pupil with a new set of standards that he or she can apply to the home environment. The ecological principles learned in an outdoor setting can sensitize pupils to environmental neglect around them in the city. The study, he says, must include an identification of problems and what the student can do to help solve some of the problems. (1)

Pollution is a negative action which makes foul that which was uncontaminated. Most study has centered around the natural, physical environment, but study is needed, according to Aristide Esser, concerning social pollution; the overloading of our mind to such an extent that it becomes susceptible to a kind of pollution that leads to disruptions of established self-regulating behaviors and results in obstructive and contagious social acts and trends. Social pollution began, he says, when man began to live together in groups larger than the family. Many new images were thrown at people and clashing images were developed as man struggled to adjust. An example of social pollution, Esser points out, might be the hijacking of planes by groups with political, economic or war motives. This deed is difficult to figure out. We think about the implications of loss of human lives and health, waste of time and money, increased insurance rates, and international relations. The ramifications are fantastic and the policies put into effect may clutter our lives for many years with added financial burdens, inhuman travel precautions, and false alarms and hoaxes. We cannot lay aside such problems. Anything that upsets the normal routine of a large group of people, he asserts, is an act of social pollution.

Esser contends that children must study ways to make group life have a minimum of conflict and stress if mankind is not to become overburdened

and lose the will to change the social environment for the better, and that schools must plan programs that will help children understand change and cope with change. Additionally, he says, teachers need to help all children become tolerant of people who have different ideas and not to react with hostility. More than just good manners is needed. He advocates role playing, to explore the experiences of each person involved in the total situation, as helping pupils to develop new images. Furthermore, he says, Alvin Toffler, in Future Shock, describes ways to prepare mankind for the transience, novelty, and diversity which will increasingly characterize modern life. A compassion for and a tolerance of individuals and groups across individual allegiances and cultures should be encouraged. Man must learn to think in ever-shifting terms. (2)

Isidore Starr writes about a rapid developing field--the field of environmental law. Increasingly legislation and administrative regulation set the practices on use of environment. Increasingly rights of property and liberty have come into conflict with the environmental right to life. Increasingly lawsuits have attempted to halt the deterioration of the environment. The Fifth and Fourteenth Amendments to the Constitution are the ones most cited in decision making. Students could well want to consider these amendments and how the Courts can help halt the deterioration of the environment. (7)

Units which expose pupils to alternative ways of living help each child project himself into the future. The need for units emphasizing the environmental crisis is quite obvious. Despite the declining interest of the general public in "Earth Week" and "Earth Day" observances, the problems brought on by all the kinds of pollution continue to expand. Only as attitudinal change comes about in our youth as they gain in knowledge about the causes of pollution and effective programs for improving our environment, can we anticipate a cleaner earth to inhabit.

Even though the ideas in this part are from recent references, such topics as the energy crisis have not been covered. Since teachers need to include study for children of the current crisis each will need to supplement from daily newspapers, magazines, and other media. How the energy crisis is affecting different groups of people and both the national and world economy and how the energy crisis is related to problems of pollution are topics that can be included in many units. Teachers must constantly upgrade their knowledge of current problems.

Environmental Crisis

1. Dwyer, Robert L. "School Camping Programs: Ecology in the Outdoor Classroom," Social Education, XXXV (January 1971), 74-77.

2. Esser, Aristide H. "Social Pollution," Social Education, XXXV (January 1971), 10-18.

3. Fisher, Joseph L. "Evnironmental Pollution and the Future of Man's Earth," Social Education, XXXV (January 1971), 5-9, 25.

4. Gratz, Pauline. "The Environment and the Teacher," Social Education, XXXV (January 1971), 58-62, 73.

5. Levinson, Eliot and Saul Yanofsky. "After the Water is Clean (or Not), Then What? How? and Why?" Social Education, XXXV (January 1971), 67-73.

6. Margolin, Edythe. "Ecology in the Primary Grades," Social Education, XXXV (January 1971), 63-66.

7. Starr, Isidore. "The Constitution and the Environment: The Right to Life," Social Education, XXXVII (May 1973), 376-80.

8. Viederman, Stephen (ed.). "Population Education," Social Education, XXXVI (April 1972), 323-423, 426.

9. Wallace, Elizabeth S. "The Individual and the Environmental Revolution," Social Education, XXXV (January 1971), 38-43, 52.

10. Watt, Kenneth, Irving Morrisett, Morris Lowenstein, and Norman C. Durieus. "Quality of Life vs. Gross National Product," Social Education, XXXVII (November 1973), 602-12.

Chapter 2

INTERNATIONAL EDUCATION/GLOBAL EDUCATION

William Nesbitt, writing the introduction to the November, 1968 issue of Social Education, provides us with a look at man's contemporary condition. Rapid social and cultural change is engulfing man. It has become almost trite to speak of ours as a revolutionary era. However, we must face the fact that the change in human affairs is of great scope and intensity. It is now much more difficult to separate domestic and international affairs. The world beyond us constantly impinges upon us and we in turn continuously interject our world into the lives of others. America's experiences are not uniquely American. What is happening here is happening in varying degrees around the world. Mankind now lives in a global history, a world-wide system. Our physical, psychological and moral neighborhood has an international dimension. If young people are to live creatively and cooperatively in this world system, their education must be adjusted to aid them in a continuous clarification of their roles in the world and how to participate in the problem solving of that world. To enjoy the luxury of defining one's nation as superior to all others is dangerous to survival and socially obsolete. Much now being taught in the classroom reflects a boastful, isolated nation despite the scope of international activity and international relations. (10)

Hunger and poverty, says Jayne Wood, is the daily reality for one-third of mankind. In an interdependent world the development of one person is ultimately related to the development of every other human being. True, most schools teach about interdependence but this usually focuses on the exchange of products. We now need to look further into interdependence as we recognize that a world community cannot remain divided between the permanently rich and the permanently poor.

Unless we work on some basic changes in our educational system to prepare people to live in a global community there will be little chance to realize the goals of justice and peace in the world. Resource scarcities, international trade, an increasingly complex international monetary system, shared food supplies, and ecological crises are but a few of the ties among people and nations around the world. Our daily well-being has become dependent on the resources and cooperation of other nations. (13)

Donald Morris points out that while many curriculum guides claim to study other areas of the world than the United States far too often this study is based on negative connotations which suggest that some parts of the world are more important than others. This subtle and unintentional built-in prejudice leads children to believe that some groups of people are interdependent and other groups are dependent. Teachers have to be careful that they do not focus on negative factors but rather focus in such a manner that each child learns to see himself in relation to all other people around the globe; that all mankind is a single species with

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common basic needs and that the world is a single, integrated system.

Further, Morris says, teaching global interdependence does not require all new resources. One method any elementary teacher can use is to have the classroom become a simulation of the world with each child a representative unit of the world's population--about three percent or about 120 million people. The pupils can do research making a list of raw materials and other natural resources needed for modern agriculture, manufacturing, transportation, communication, environmental control, and other important human activities. Next the class can be divided into four groups --representing the richer developed countries with abundant natural resources, the richer developed countries with few natural resources, the countries that are not yet technologically developed but that are resource rich, and the countries that are not yet technologically developed and are resource poor. At the same time cards representing the principal industrial raw materials and natural resources and cards marked "money/capital resources" should be appropriately distributed.

These groups can now demonstrate concretely the abstract interdependent relationships. A variety of problem-solving situations can be simulated using the information the students have. For example, "Find the two students who have about 30-35% of the world's money." Since these two students who represent approximately six percent of the world's population and consume one-third of the world's energy and resources, are representative of the United States, this may surprise some students. Depth and degree of understanding can be gained as students continue to explore interdependent relationships. (8)

Materials and organizations that are among the best sources available for teaching about poverty and hunger are listed in the November/December 1974 special issue of Social Education. Further, the section on guidelines for selecting "World Studies Materials" give the teacher criteria for selecting appropriate programs for his or her own particular situation. Also listed are topics that are considered essential to an understanding of global society. On another related topic, that of world peace, units for K-6 and background resources of where to find role-playing suggestions, sample lessons, films, and teaching suggestions have been listed by Patricia Nyhan. (11)

Although formal education is only a part of the total knowledge industry, Kenneth Boulding sees it playing a very vital role in international education. He looks at the cultural transmission process as socialization; that is, the feeding of inputs into the growing child which will turn him into a member of "his" community. It is this process which turns American children into Americans, Chinese children into Chinese, German children into Germans, and so on. Until recently all history has been localized and has not involved the concept of the total sphere of all human activity extending all around the earth. But herein lies the dilemma as Boulding sees it. What has been happening and is continuing to happen in the fields of technology, transportation, and weaponry represents a very fundamental change in the condition of man. On the one hand, he explains, expanding

technology is drawing all peoples closer together, forcing us to look more from a world perspective; and on the other hand, the local (national) cultures are still being glorified within the home country to produce loyal and "good" citizens. As a result international education is all too likely to be the focal point of this conflict for at least a generation to come. Any attempt to use education to increase world understanding will likely be regarded with extreme suspicion. Thus, according to Boulding, the critical question is whether international education can develop an image of the world system which is at the same time realistic and not too threatening to national cultures. It is important that teachers have an image of the future which does not necessarily involve either total catastrophe or the destruction of existing national states. (4)

While it is probably true that a child's concept of himself, his own acceptance, may be the determining factor in how he or she is able to appreciate other individuals as well as other groups, other times, and other cultures, Chadwick Alger believes the schools can enhance the leap from self-understanding to international understanding if they examine new approaches. He contends that there is certainly a need to lessen tensions between groups with differing beliefs, creeds, and backgrounds. Social studies has as one of its goals encouraging young people to examine their own nation in greater depth in order to understand and respect their nation's history, triumphs and mistakes, and its place among other nations. Alger believes this goal should be given new emphasis and direction so that the young may then be in a better position to understand our government's reactions to world situations and to reflect critically on social issues and problems and contribute to their solutions. Alger's article introduces us to many problems that we face in trying to improve international education in this desired direction. Problems such as preoccupation with United States foreign policy, problems of change, problems of self-analysis, the big nation syndrome, and inadequate models of world order stand out, according to Alger, as causes of our inability to grapple effectively with international education of the kind needed for our students to live productive lives in the twenty-first century. He suggests some new approaches that might be used with intermediate grade pupils:

> Students might be encouraged to design alternative international institutions to handle problems that they anticipate will be important on future agendas, such as pollution of the seas, militarization of the seabed, and wars over claims to the resources on the seabed. These could be designed in problem papers or in simulations. (1)

Or, he says, students might be assigned tasks of policy evaluation according to certain prescribed standards, either chosen by them or assigned. Or students, through using inquiry and problem-solving techniques, might address themselves to the problem of which international agency can best handle a particular problem. They can begin by examining how agencies near their home, once adequate for certain jobs, are no longer effective. (1)

Another technique might be ship adoption as advocated by Malcolm Douglass. This technique refers to the establishment of a relationship between a merchant ship and a classroom in the home country of the "adopted" ship. (6)

In an article by Lee Anderson we find that international education includes the whole gamut of relations that transcend national boundaries. These include interactions of national governments as well as interactions of people with individuals from other nations, including non-governmental organizations and tourism. They include the perceptions and conceptions received from the electronic media that survey the global scene. Anderson asserts that the world is rapidly changing and new modes of understanding the world are needed. Teachers need to constantly re-examine what international education is for and what teaching and learning materials can best meet the objectives.

Lee Anderson examined the structure and objectives of international education and suggests the following objectives and model as worthy of the new social studies:

Objects of International Understanding

The development of students' understanding of global society implies:

I. Developing students' understanding of the planet earth viewed as one planet among many entities in the larger cosmic system.
II. Developing students' understanding of man viewed as one species of life among many forms of life.
III. Developing students' understanding of the international social system viewed as one system among many social systems in which they participate and through which human values such as wealth, health, power, safety, respect, and enlightenment are created and allocated.

Dimensions of International Understanding

I. The curriculum should develop students' world-mindedness.
II. The curriculum should develop the capacity of students to consume discriminately and process critically information about their world environment.
III. The curriculum should develop the capacity of students intellectually and emotionally to cope with continuous change and marked diversity in their world environment.
IV. The curriculum should develop the capacity of students to accept and constructively cope with "the realities of the human condition." (2)

Professor Anderson also sketches some major components of his model. He asks for developing the students' understanding of the major structural characteristics of global society. Global society is a politically un-

centralized or stateless society currently comprised of more than a hundred territorial states and many kinds of cross-national organizations: a racially diverse society with a majority of its population being non-white; a multi-lingual society; a religiously diverse society with a majority of its population being non-Christian and non-Jewish; a culturally diverse society characterized by significant variations both within and among nations in socially shared perceptions, values, and beliefs; an institutionally diverse society characterized by significant variations both within and among nations in political systems, economic systems, and family systems; in general an economically depressed society, but with vast disparities in the distribution of such human values as wealth, health, education, and technology; an increasingly interdependent society; an increasingly violent society; a rapidly growing society; an increasingly urbanized society; and an increasingly mechanized society.

He then asks for developing the students' understanding of the international social system, which implies developing students' understanding of major social processes within global society. These include intergroup conflict and conflict resolution; intergroup collaboration, particularly modes and forms of international collaboration; intergroup violence; international trade, foreign aid, and foreign investment; international migration; international communication; the formation of in-group/out group attitudes and images; foreign policy decision making; cultural diffusion; and economic and political development with an emphasis on modernization.

Developing the students' understanding of the international social system, according to Anderson, also implies developing their understanding of major international social problems. These include the control of intergroup violence and the peaceful resolution of conflict; the control of population growth; increasing the wealth, education, health, and power (capacity to participate in or influence social decisions that affect one's life) of the developing two-thirds of global society; limiting or reducing the social and psychological costs of world-wide urbanization, technological change, and the development of large-scale, highly bureaucratized social organizations, both private and public; and limiting and controlling the further deterioration in the human environment in the biosphere--that thin layer of earth, water, and air that supports all life.

International education, he says, has largely been a matter of teaching the young mostly about the strange and colorful people as different from otherselves. What was taught might not have been incorrect, he asserts, but it failed to picture the world as a large and varied collection of different civilizations, geographical regions, cultural areas and societies with differing histories, cultural systems, and social institutions. Thus, this kind of study fails to highlight many facts about man's contemporary lot. Peculiarities were stressed so that many children developed a concept of a foreigner as strange and someone to be distrusted. The world must be viewed as a system as there is now increasing similarity in mankind's social behaviors. Social problems, he says, have become international in scope and this has implications for international education

as a transformation of the world from a "collection" of many lands and peoples to a "system" of many lands and peoples is a profound change in the human condition. (2)

While it is impossible to answer with certainty any questions regarding the future, Donald Morris and Edith King advise in their article that by raising a few questions we may better understand the sort of education needed by pupils now in elementary schools. This education will need to focus more on the now and the future of the world than on the past. They contend that teachers must not be educational prisoners of the widening-horizons curriculum organization in which the child must first learn about the immediate environment and then progress outward in concentric circles to a larger world. Probably children have already passed that level as they viewed television and learned about other parts of the world at an early age. They believe that children must be prepared both for the world that is here and the world that is expected. It should be clear that we must alter our views of social organization to allow for an increasingly interconnected world.

To facilitate the development of empathy and sensitivity to the real condition of human beings in the world today, Morris and King hold that teachers will have to abandon descriptive statements about countries and cause the child to become actively involved in learning about human conditions. The relationship of population to land area and sensitivity to the problems of hunger and food distribution should be included. An awareness of the natural ethnocentric bias in the way people perceive each other should be developed. It is important, they say, that the child recognize that he or she, like all individuals, perceives the world out of his or her own experiences. Children need to recognize their biases and the biases of others. Case studies can aid children in seeing discrepancies between their own perception of a situation and that of others. An English-language newspaper from Australia or South Africa or Great Britain or Canada can be used for comparative purposes.

Accepting that change is a process that is continuous and unrelenting might help prevent future shock. Assisting children to see that what might be answered "yes" today might become "no" tomorrow and "maybe" the next day may help ready them to live in a world of "groups." Children should avoid giving simple, specific, positive answers to many questions that tend to stereotype a national group. An emphasis on questions, Morris and King say, rather than on "right" answers may aid in teaching ways to approach problems. Or when a situation at school becomes a problem, children can role-play to examine the many sides of the issue. Articles from magazines written in another period of time can be reviewed.

Children need to develop the capacity to experience multiple loyalties and identifications, according to Morris and King. The child should feel "o.k." with loyalty to himself, his family, and a variety of social and political organizations and units and he or she should learn to see that membership within does not mean mutual exclusiveness. Then maybe

children could make wiser decisions about problems arising out of generation gaps or ethnic gaps. They believe that helping children recognize their world citizenship can also be a broadening goal of curriculum. Literature and music that know no political boundaries but express common human feelings can be used effectively, they believe, to develop a picture of mankind. Because children now in our elementary schools will live in the world of tomorrow that will be changing more rapidly, will be more complex, and will be more ambiguous than the world of today, international education needs to change. (9)

Certainly one of the immediate needs for change is in the area of developing understanding with children about the People's Republic of China. It has only been since former President Nixon's 1972 visit that the United States citizens could visit China and update their knowledge of this major world power with about one-third of the world's population. In the January 1973 issue of Social Education devoted to the People's Republic of China, Bonnie Crown has included some primary sources that can be used in studying the subject. These include folk art, poetry, Peking Opera, a picture story book, Crosstalk (a comic form of art), Clapper verse (song art telling a story with sets of bamboo clappers and rhythmic accompaniment), short stories, a novel, and songs. She also lists some other sources in English. While some of these may be difficult for elementary children to understand, all can use these to become alert to the building of character in China. (5)

In the same issue there is material taken from a briefing paper prepared by the U.S. Department of State for use by newsmen traveling to the People's Republic of China. This basic information on the land, people, government, economy, transportation, Chinese customs, etiquette and rhetoric, women in traditional China, women in the Revolution and today's Chinese women, cuisine, medicine and health, education, the Chinese language, and People's communes and agriculture will be of value to social studies teachers. (12)

Planning a unit that considers international education as viewing the world as a system will necessitate the teacher developing many of the ideas. The nature of many of these ideas that the teacher will need to create has been suggested in this section. Old units can be evaluated to determine if they fit the new ideas. If not, the wise teacher will change and accept the task of helping children acquire a global frame of reference.

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Chapter 3

ETHNIC STUDIES

William Joyce, in a 1969 article on minority groups in the United States, discusses the necessity for an accurate, realistic image of minorities. In theory, Joyce says, social studies advocates such values as the dignity and worth of the individual and the belief in justice and equality of opportunity, but in practice in the past it has negated these values as teachers taught from materials that largely gave a distorted view of ethnic groups. He believes too much of our present social studies teaching still provides children with a distorted view of American minority groups as it extols the virtues and accomplishments of the white, Anglo-Saxon, Protestant sector of society. The roles of nearly every ethnic group have been neglected in varying degrees from consideration in schools of the United States.

> Indeed, our nation's experiences in minority groups relations demonstrate that the proverbial American melting pot has been a colossal fraud perpetrated by a dominant white Anglo-American majority for the purpose of convincing society at large that all cultural groups, irrespective of race or ethnic origin, were in fact eligible for full and unrestricted participation in the social, economic, political, and religious life of this nation. To be sure the American melting pot did achieve reality in some instances--initially for the white Western European immigrant and later for his Eastern European counterpart, but for the non-European, non-white immigrant, the melting pot had little meaning. (13)

A growing number of critics, according to Joyce, have documented the failures of social studies textbooks to present children with an intellectually honest view of American society. Sections devoted to life in our United States have too often portrayed Americans as only white, Anglo-Saxon, Protestant, white collar, and middle class, living in suburban areas, having two children, a boy and a girl, and owning a dog and a new car. First names are Sally, Bill, or John rather than Tony, Juan or Sid. Last names too rarely indicate ethnic backgrounds. When people from a minority culture were presented, they were frequently stereotyped. Little attempt was made to show Negroes or members of other minority groups that were middle or upper class or holding professional jobs.

Joyce believes that the new social studies seeks to erase the attitudes of the past while building opportunities for each ethnic group to retain its self-identity and feelings of self-worth. In the new approach

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diversity is prized, the contributions of each ethnic group to the development of American society are at last being recognized, stereotypes and provincial and ethnocentric attitudes are gradually being removed from the textbooks and other educational materials, and there is a serious attempt to promote the best of what each culture has to offer to American society. (13)

Approximately four years later, in a subsequent article, Joyce discusses how the textbook publishers "band-aid" revisions of the early and mid 60's have given way in the early 70's to a major, concerted effort by many publishers to produce new and different social studies textbooks particularly at the elementary level. With these new books in print and on the market, he then proceeds to report on eight second-grade or "second level" books as to the extent to which they provide honest, accurate treatment of American minorities: published reviews by the Michigan Department of Education of eight current primary grade textbooks; and the responses of the authors and publishers of these books to their review.

The published reviews were prepared for the Michigan Department of Education by a seven-member committee. Each review was done within the framework of the following 19 criteria:

1. Does the content of the textbook--both the pictorial and the written content--reflect the pluralistic, multi-ethnic nature of our society, both past and present?
2. What are the implicit assumptions of the content, both pictorial and verbal?
3. Are the contributions of the various ethnic groups included?
4. Is the legitimacy of a variety of life styles acknowledged?
5. Does the book tend to raise open questions and present issues?
6. Are present-day problems realistically presented?
7. Is the role of a variety of religious groups in our society, both past and present, included?
8. What seems to be the author's approach to patriotism?
9. To what extent are the standard "myths" presented?
10. What appear to be the criteria for presenting heroes?
11. Are ethnocentric views reinforced or worked against?
12. Does the text take a moral stand on issues?
13. Would the book tend to encourage a positive self-image?
14. Are controversial matters dealt with?
15. In dealing with various matters, do the authors commit "sins of omissions"?
16. Are historical events based on the latest historical evidence?
17. Are events consistently glorified?
18. Does the book tend to suggest the importance of going to additional sources for further information?
19. Does the teacher's manual suggest other meaningful activities? (14)

In addition to publishing the eight reviews in his article, Joyce published the elicited reactions to these reviews each of which was written by the author of the reviewed textbook or by an official of the publishing firm.

Joyce makes no attempt to judge the data but rather lets the evidence speak for itself. He does point out, however, that absent are the viewpoints of pupils, teachers, parents, and others who deserve to be heard from because they too have a vested interest in honest, accurate textbooks. (14)

James Banks in an article on ethnic literacy states that it is imperative that we take decisive steps in our social studies program to develop not only ethnic literacy but a better understanding of ethnicity within America. Banks points out that even though Americans have tenaciously held to the idea that ethnic cultures would vanish in the United States, the melting pot did not happen. Further, he says, in spite of the fact that many Americans today still believe that ethnic groups should and will eventually acquire white, Anglo-Saxon, Protestant cultural components, social science specialists in ethnic relations have documented the fact that ethnicity and ethnic cultures are an integral part of American life and exceedingly resistant to change.

He develops the idea, through example and illustration, that ethnicity is an integral and salient part of the American social system. He states:

> A sophisticated understanding of our society cannot be grasped unless the separate ethnic communities (which exist regionally as well as socially) that constitute American society are seriously analyzed. . . . (3)

However, Banks contends we must conceptualize ethnicity in America and ethnic minority groups in America as different phenomena. Ethnicity affects all of us because it is a salient part of our social system. Thus,

> . . . it is essential that students master the facts, concepts, generalizations and theories which they need to understand and interpret events which are related to intergroup and intragroup interactions and tensions. (3)

The fragmentation in ethnic studies programs, which has resulted from pressure to study America's oppressed ethnic minority groups one at a time or a different group in a different part of this country, needs to be rethought. Ethnicity needs an expanded definition so as to encompass the broad sociological, political, and economic aspects involved.

> A vital ethnic studies program should enable students to derive valid generalizations about the characteristics of all of America's ethnic groups, and to learn how they are alike and different, in both their past and present experiences. (3)

Students, Banks argues, need to study both their own and other cultures to fully comprehend American society. Such content is needed by all students to help them to understand themselves and the social world

in which they live. Students, regardless of their ethnicity or geographical region, need to seriously study all ethnic minority cultures because they are an integral part of American life. In developing curriculum, he contends that

> The criterion used to identify content for inclusion into the curriculum should be the same for all topics, cultures and groups, i.e., whether the content will enable students to develop valid generalizations and concepts about their social world and the skills and abilities to influence public policy. To use one criterion to select content about European cultures and another to select ethnic minority content is discriminatory and intellectually indefensible. (3)

Banks believes that when planning ethnic studies units a comparative approach is best. The teacher should begin by identifying key concepts related to ethnic content. These concepts should encompass numerous facts, concepts, and generalizations and should have the power to organize a great deal of information and to explain significant aspects of the ethnic experience. He offers the following illustration:

> In all cultures individuals and groups have moved to different regions and within various regions in order to seek better economic, political and social opportunities. Movement of individuals and groups has been both voluntary and forced. (3)

Once the major concepts have been developed, then lower level generalizations ought to be included for each of America's major ethnic groups which would include: Native Americans (Indians), Mexican-Americans (Chicanos), White ethnic groups, Afro-Americans, Asian-Americans, Puerto-Rican Americans. He offers the following illustration:

> Mexican-Americans: Mexicans who immigrated to the United States came primarily to improve their economic condition by working as migrant laborers in the West and Southwest. (3)

Banks concludes his article by discussing several teaching strategies and providing a short bibliography of appropriate teaching material; and he cautions that implementing sound comparative, ethnic studies program will be an exceedingly difficult task. (3)

In the past, conditions, as they actually exist, and social problems of ethnic groups were too often handled through superficial discussions picturing utopian conditions with only minor problems. Little attention was paid to how racial attitudes would affect children from culturally disadvantaged groups and given them a negative self-image. Richard Arnold, in an article about the culturally and linguistically different, reviewed the educational problems of many disadvantaged populations such as urban,

Negro, rural, migrant, Appalachian, American Indian, French Cajun, and others, and concluded that the mental health of this different child is seriously affected by the tendency of many schools to avoid controversial and sensitive topics that reflect social realities. He pleaded for the schools to assume responsibilities to develop in each child a strong self-concept and a sense of personal worth, and the ability to control impulse. He asks the schools to help each child develop a coping style that will enable that individual to function in a pluralistic society. He feels that affective development is of critical importance in enabling a child to develop in cognitive areas and that there is a great need to intertwine thought processes, cultures, and languages so that these become complementary and add to the learning potential of each child.

Arnold contends that oral language should be emphasized and that it is essential for the child to develop an elaborate language system in which the English language becomes as deeply ingrained as the native language. Language and thought and intellectual development are closely related so the language relevant to social studies must be promoted before the child can grasp the social studies curriculum. The teacher's attitude should demonstrate empathy with and acceptance of each culture group. Teachers need a working knowledge of minority group cultures so they can adapt learnings from the social sciences and promote intercultural understanding. (1)

Wayne Mahood reminds us of a different kind of minority group found in the United States--the migrant. They are "strangers in the land," he says, but they exist and they epitomize the hardships and characteristics of a small minority.

> Black, Puerto Rican, Mexican-American, Indian, or white, they are generally illiterate, poor, and lacking the cultural equipment to satisfy the demands of the larger society in which they find themselves. (15)

Migrants are not wanderers but rather the "uprooted" in search of a livelihood. They do not possess the education or roots to live satisfactorily in their native habitats. Although the term "migrant," Mahood says, is not subject to a precise defnintion, the feature that distinguishes migrants from all other workers is the continuing practice of following work based on seasonal demands. Characteristically, migrants are young; always on the move, having no permanent residency; poor, culturally isolated; short-lived, with a life expectancy of forty-seven years; ill-educated, as are their children; and they suffer from weak self-identities.

Mahood believes that the subject matter regarding migrants ought to be dealt with in an American Studies program. The teaching strategies could well be inquiry and investigative oriented (which he illustrates). Instructional materials are readily available in fictional literature, in newspaper, magazine and television stories or reports or special presentations, in the Congressional Record, in publications of the U.S. Govern-

ment Printing Office, and in well done books on the subject (several of which are listed). (15)

In another article focusing upon the culturally different, Edward Ponder contends that some attitudes toward the disadvantaged that are myths and have been disproven still sabotage the teaching and learning processes. Far too many people believe such myths as that the poor are lazy; the poor cannot defer gratification; the disadvantaged are Negro; the poor are sexually promiscuous and immoral; and there is plenty of work for everybody. But, as Ponder says, if one considers these myths one would probably find the opposite, as his illustration show. A seventy-two hour a week pecan picker and a coal miner who earn poverty wages have been edged out by technology and are frequently forced to migrate to other areas in search of better opportunities. When jobs disappear in Appalachia or elsewhere, people move to the urban areas, where because of their lack of skills there is no work that the individuals can handle. Recent research indicates self-denial by the poor brings permanent loss. A disadvantaged family is always threatened by an emergency. He points out that only twenty-two percent of the poor in America are Negro; this is less than a majority although it does represent more than twice the percentage of Negro population in the total American population. Too often in the media pictures of the poor are of blacks and thus give many the wrong impression.

If a teacher really wants to help the culturally different, according to Ponder, he or she should maintain a cool, businesslike, and positive attitude in a classroom run by rules agreed on by both teacher and students. Some children need a demanding environment; other children need a permissive environment. However, these are not incompatible and a combination of both probably works best. The teacher should use herself as little as possible as the direct fount of instruction. Children should be released to become independent and active thinkers and learners. Top priority should be given to using the child's life experiences as the base upon which social studies will be taught.

Ponder believes that instruction in social studies must consider the facts of social change and the contradictions of modern society. Children must become acquainted with the social order and not just through descriptive and conceptual information. Complicated social relations must be explored. The class needs to be actively involved as individuals and groups whether in a classroom or field experience. He advocates that teachers use the community, involve parents, and take advantage of adult human resources through interviews and field experiences. Choose individuals as resource people who can communicate with disadvantaged children. Try to establish mutual learning relationships with representatives of other cultures on a well-defined basis. Stress getting to know differing social-economic groups so the disadvantaged children can gain self-esteem for their group and develop references to other groups. Furthermore, deeper insights and realistic perceptions should be stressed. Children should have opportunities for role-playing and creative dramatics as they learn to deal with problem situations. Relevant, open-ended problems should be constructed in which the children are involved in com-

munity activites. Involve parents in planning what their children need and in how they too can learn how to function better in the community. A positive teacher attitude that is not condescending and that does not try to change each child too much will be helpful in increasing a child's self-esteem. (19)

Afro-Americans

In order to achieve some of the above it is crucial that the teacher provide relevant social studies for black pupils. James Banks, in several related articles, contributes notably to our growing knowledge of ethnic minorities and their needs in social studies education. Although he believes that the treatment of blacks in intermediate grade elementary textbooks has become somewhat better in recent years and gives more comprehensive coverage of the black American's increasingly active role in the society, he states:

> The authors depicted the achievement of black Americans in literature, music, art, science, industry, sports, entertainment, education and in other fields much more frequently than they referred to any other events which relate to the black man and race relations. For example, the physical and psychological deprivations of black Americans were rarely discussed. Thus, the achievements of individual black heroes were emphasized rather than the plight of the majority of black people in this country. (7)

He concludes that the authors of elementary history textbooks tend to discuss racial discrimination and racial prejudice without either explaining or condemning them and that though they seldom actually depict racial violence they refer to it just as often as they relate peaceful and friendly relations between blacks and whites. Seemingly, they do not emphasize harmonious race relations but, rather:

> . . . most textbooks have "integrated" by extolling the virtues of "selected" black heroes. While both black and white youngsters need black heroes with whom they can identify, they need to know the plight of the masses of black people even more. Children cannot be expected to grasp the full significance of the black experience in America unless they are keenly aware of the social and historical factors which have kept the black man at the lower rungs of the social ladder. (7)

Children, through literature, can come to know individuals from other cultures as human beings, according to Banks, thus developing intense feelings for them and experiencing agony when they are exploited.

> Given the immense racial crisis which pervades the nation, it is imperative that we help "culturally sheltered" children to develop positive attitudes toward persons who are different from themselves racially and culturally. . . .Since most American children live in tightly segregated communities, they have little opportunity to interact and to become acquainted with people of different races and groups. (5)

However, Banks points out, teachers must utilize appropriate teaching strategies in order for literature to enhance racial understanding and tolerance rather than reinforce stereotypes and misconceptions. Carefully structured questions, researching, and inquiring are necessary if we hope to modify the racial attitudes of whites. (5)

During the 1960's, black people began to shape and perpetuate a new identity including such elements as racial pride, a search for power, and an attempt to identify cultural roots in Africa. Yet, Banks maintains, without a sound rationale for black studies, black children are going to get just as sick and tired of black history as they have become with white schoolbook history.

> Without both new goals and novel strategies, black history will become just another fleeting fad. Isolated facts about Crispus Attucks don't stimulate the intellect any more than isolated facts about Abraham Lincoln. (6)

Banks depicts one means to help the black child gain a more positive self through a study of slavery. Books or primary sources depicting the horrors of slavery should be made available to the students. Students then identify their problems and formulate specific questions related to them. The children look in textbooks used in previous years; they look at biographical and fictional works; they look at what mass media have to say; and they learn from discussions held with parents and other adults. Here again pupils may have erroneous notions about slavery. Such notions may include: many slaves were happy and contented; while a few slaves were treated badly, most were well treated; most slaves worked on large plantations rather than on small farms; everybody except slave owners was against slavery; and slavery in the United States was just like slavery in other parts of the world; all these need to be dispelled. The children read a series of documents and view films to check on data. Each of these selections is evaluated and a search for facts is made. Sources are carefully checked for the region from which the author came, the author's purpose in writing, what audience the author was writing to, what the author's biases were, when the document was written, if emotionally laden words were used, the evidence cited to back conclusions, if the arguments were based on fact or opinion, what the author's race was, and what the author's basic assumptions about black people were. After answering these kinds of questions about sources the children should be

able to generalize about the nature of history and the extent to which history has been written to support racist views. They discover how an author writes from limited information and how his writing is influenced by his personal views and the society and the times in which he lives. Many critical insights into problem solving are learned.

Black children should not only inquire into problems of racism in literature and problems in society, Banks asserts, but they should be introduced to black heroes that have made outstanding achievements. This introduction should not be limited, however, to a "selected" few black heroes such as Booker T. Washington or George Washington Carver. They should learn about neglected heroes such as the thirty black men who were with Balboa when he discovered the Pacific; Estavancio, who was a guide for Cabeza de Vaca; Nino, who navigated one of Columbus's ships when he sailed to the new world; Benjamin Bannaker, the mathematician and inventor; Crispus Attucks, who was the first man to die for independence in the Revolutionary War; and Harriet Tubman, who helped slaves escape during the Civil War. Along with these black heroes of the past, modern-day blacks such as Duke Ellington, Aretha Franklin, and Marian Anderson and their records could be studied. A new Negro is in the making. This black is trying to reject his old identity and create a new one. Social studies teachers must promote thid identity by providing many sources for blacks to use. Most of all teachers need to develop higher expectations for black and poor youngsters. (4)

An article by Nelson Harris provides us yet more insight into the treatment of blacks in instructional resources designed for the elementary school. He believes that the public schools are dedicated to the philosophy that the education of all of its citizens to optimum mental, social, emotional, physical, and wholesome development is the foundation of democratic living. Thus, social education in the elementary school has presupposed that the Negro has a positive place in the curriculum of the school. Yet, he asserts, a look at the textbooks will reveal that these materials rarely mention the achievements of such great American Negroes as Charles Drew, Langston Hughes, Ralph Bunche, Paul Lawrence Dunbar, Benjamin Brawley, Matthew A. Henson, John Merrick, Percy Julian, John Hope Franklin, Frederick Douglass, Colonel Charles Young and W. E. B. Dubois.

A careful analysis of social studies textbooks and reference materials, Harris concludes, shows that positive background information of the American Negro's African heritage is almost entirely omitted. Africans have been too frequently stereotyped as savages coming from a dark continent who had no desires or aspirations. Thus children concluded that the Negro is inferior to white people. Yet remains of advanced cultures have been found in most of Africa. Certainly a look at today's African governments is an indication that these people have values similar to those of other freedom-loving members of the human race. The giving of more space in books to the creative aspects of African technology, music, folklore, literature, and the arts would give the Afro-American child a greater sense of dignity and belongingness. It would give the white child a more wholesome feeling concerning the accomplishments of Africans and their

place in world society. Harris feels that minority group problems must be viewed as the majority group's problems. Elementary school textbooks and library books must present sound, basic information if we expect children to experience wholesome relationships. (10)

The black's experience in this country is further illustrated in two other articles. E. W. Miles writes on the matter of the constitutional promises to black people, early congressional efforts to fulfill these promises, and Supreme Court decisions and their impact. His attempt is to provide needed historical perspectives for discussions and debates on desegregation. The history of Blacks experiencing segregation and all the practices (including "unwritten law") that were used "oppressively" to prevent black people from enjoying their constitutional rights is well documented by Miles in his article. (16) Barbara Williams and June Gilliard, in an article comparing the educational achievement of "Blacks" and "non-Blacks" by the National Assessment of Educational Progress reports on citizenship, believe it is time we question the interpretations of findings such as these rather than defending them on "a need to know" basis. Their focus of concern is not on what the data show, but on the appropriateness of interpreting a minority group's responses. They raise a number of viable questions about "desirable responses," "deficits demonstrated," "responded differently," "unacceptable responses," "effective citizenship," etc.

> If NAEP results are to be used as a basis for making curriculum decisions concerning the improvement in the quality of education for Blacks, there should be a careful analysis of the specific exercises to determine the specific knowledge, abilities, and attitudes that were assessed. (23)

They argue that rather than more research of this nature (blacks compared to non-blacks), what is badly needed is research done in light of the realities that exist in the separate cultures of America. (23)

The April 1969 issue of Social Education has an extensive bibliography of instructional media sources and resources on blacks.

Native Americans

Hazel Hertzberg sees the present interest in including the study of American Indians in the social studies curriculum as part of a much broader, world-wide concern with ethnicity and race, with nationality, and with profound conflicts over the uses of the past. Without these manifestations, she believes it is unlikely that teaching about American Indians would be commanding any serious interest at all. But this renewed interest brings with it a number of unresolved problems and unexamined assumptions. The first problem she sees concerns the mental set which both teachers and students bring to the classroom concerning American Indians; and although we know less about non-Indian attitudes toward Indians than we know about other minority groups, particularly blacks, we should be

extremely cautious about generalizing attitudes toward blacks as applying to Indians. Most prejudice against Indians has tended to be local, directed against local Indians on local reservations. There has never been a national consensus of attitudes toward Indians. The teacher, she asserts, would do well to find out what attitudes his students have toward Indians before he decides on his selection of materials and emphases. Likely there will be some variation among students as to the three major widespread images of the Indian.

> All of these images can be supported by selected examples as can most stereotypes. There are plenty of available noble savages, ignoble savages, and victims, especially since a good deal of literature on Indians, including much contemporary comment, is cast in these terms. But none of the images is based on systematic knowledge of Indian society. . . . All are profoundly ahistorical and one-dimensional. And, unhappily, many textbooks reflect one or another or some combination of them. (11)

She sees the lack of historical knowledge most teachers have about Indians as being countereducational and even strengthening and dehumanizing stereotypes.

Hertzberg goes on to discuss the criteria we might use in selecting material for teaching about Indians. One criterion for selecting material might be its possible role in combating stereotypes, favorable as well as unfavorable. She holds that students need a far more balanced and rounded picture of Indian historical development than they now get, which means we must go beyond political history. Such a context, she says, may be provided through an anthropological approach which illuminates the way of life of a particular Indian society and explores the views of the world held by its members. By studying the normal patterns of a culture pupils get inside it so that they can have some conception of the society as a whole. The basic social and cultural institutions are those with which the student has had deep and continuous experience in his own life, and through them he can establish points of contact between his world and the world of a very different culture. Through exploring an Indian culture, the pupil may thus explore his own. A wealth of information on specific American Indian cultures is available in the anthropological literature.

Another criterion, Hertzberg holds, is that the materials show both culture diversity and historical development. Indian societies were characterized by a wide range of economic activities, technological development, religious beliefs, kinship systems, conceptions of proper and improper behavior, and social and political roles. She maintains that the relationships of these groups to each other, the widely varying ways in which they responded to the European invaders, the impact of Indian and non-Indian societies on each other, the relationship of Indians to the American government, the traditional and persistent animosities and friendships among tribal groups, the migration of Indians to the cities--

these are some of the elements that are basic to an understanding of Indian history and should be included in the study of Indians. If we are to teach about American Indians in an honest, responsible, and humane way, Hertzberg concludes, we are going to see many aspects of American history from new and more complex perspectives. The frontier will be seen from both sides. However, we should be wary of peopling the past with stereotypes of whites which have no more validity than the stereotypes of Indians we are trying to banish. We should come to terms with the past as it was, not as we may imagine it to be. (11)

Indians have differed and differ today in their interpretations of the universe and in the ways they design their way of life based on these various interpretaions. Efforts are now being made to explore these differences so that individuals and their children who are culturally, socially, or racially different can learn to live so that their lives are enhanced and so that their lives can enhance others. A need for teachers to be more knowledgeable about and more responsive to socio-cultural differences in the educational process is the point of the article by Helen Redbird-Selam and Leroy Selam. Their expressed intent is to acquaint teachers, who generally lack the preparation to teach the racially or culturally different, with some of the particulars about American Indians. (20) In a related article Richard Whittemore suggests the use of biographies in teaching Indian history. He states, "If we mean to truly teach about the Indian experience, we must see to it that at least a few of those names enter the imagination as real people whose lives give testimony to the tragedy of Indian history." (24) He then provides four examples to serve to highlight both the need for and the possibilities of Indian biography. (24)

Lorraine Misiaszek brings to light the values of Indian culture and suggests we examine them to learn why Indian people are still influenced in varying degrees by their culture and why they have not been assimilated into the American society. She asserts that the economy of any social group determines the kinds of rules that must be followed if that group is to survive. Since the Indian tribes depended upon nature for their food, they had to form a cooperative way of life to function in harmony with nature. The traditions and values of this way of life were followed religiously and were taught to the children generation after generation by elders of the tribe, many of whom passed their wisdom and knowledge on through legends and songs. Although individual autonomy was given high priority, the greatest values were placed on sharing and giving. Bravery, courage, physical stamina, and endurance were greatly admired. The tribe to which one belonged was considered an extended family and strong family ties were maintained and reinforced through the values placed on sharing, individual autonomy, and the practice of utilizing the talents of all age groups. Negative values were punished through ridicule and sometimes even death. The Indians were a people living in harmony with themselves and the universe.

The society in which Indians find themselves today, according to Misiaszek, asks for different standards and values. It is based on

competitiveness in the market place, with financial success and upward social mobility the goal. Not all Indians want to accept or follow a new set of standards if it means they must repudiate the old, deeply ingrained values of their culture. Some go through the motions of acceptance outwardly; however, even most of these people belong to a large number of Indian people who have developed hostility toward the dominant society. Thus the Indian struggles trying to understand the influences of the old and new cultures. Many conflicts and problems have arisen. Alcoholism, broken homes, and poverty have become a part of the lives of some Indians who are not truly aware of what is taking place or causing the conflicts within themselves. Traditionally, the Indian followed the present-oriented way of his tribe and even today he is not future oriented. Furthermore, he sees nothing wrong in sharing with his extended family if he has more than he needs at present. Since he does not adopt easily to a competitive spirit of employment, he has often been labeled lazy. On the other hand if an Indian succeeds economically and in so doing finds that he must repudiate the tribal values of sharing, he is seen as stingy and is alienated from his tribe. As a consequence some Indians reject their race and ethnic identity, leading to other problems.

Misiaszek believes that the American Indian can be helped to make a better adjustment to today's society through education. These adjustments, she says, can be made if the education is based on what the child believes and follows of tribal values. If this foundation is destroyed by the school, the Indian child will experience great difficulty in making a good adjustment and is likely to drop out of school. Because the child absorbs many of his basic cultural values before entering the classroom, the emphasis ought to be put on pre-school education.

As Misiaszek points out it is inevitable that the Indian child will be confronted with a cultural conflict when he begins school. The teacher's knowledge of the Indian's cultural background is most critical at this point. The likelihood of family instability is great. Respecting a child's individual autonomy is highly important. Since physical punishment is not a part of an Indian's cultural pattern, it should not be used in schools. The child may see many people, particularly authority figures, as enemies rather than friends. If a teacher is too impersonal, the Indian child may see this as unfriendly. Because Indian children are taught to be seen but not heard, a teacher should not regard lack of responding as sullenness but as a shyness that exhibits a cultural trait learned at home. Sometimes the children respond in ways directly opposite to their culture in an attempt to compensate for feelings of inferiority and frustration.

Misiaszek makes a number of suggestions to assist the teacher. The child's shyness or hostility can best be overcome by praise and admiration for something he or she has done. Indian children respond well to a curriculum emphasizing art, music, nature studies, and athletic activites. Programs that relate to perceptual abilities, those underlying facial expressions, gestures, or voice tones, often prompt successful achievement more rapidly. Special language and reading help is needed to assist the

child in developing verbal expression. The teacher must consider his expectations of pupil achievement and evaluate his classroom practices trying to recognize how his own culture has conditioned him. A good teacher can build on the cultural foundation of the American Indian.

Lastly, Misiaszek feels the teacher's responsibility isn't just to help the American Indian child adjust to the dominant culture. Probably her greatest responsibility lies in introducing the white society to the strengths of the Indian society and the value of multi-racial membership in the United States. She has an obligation to help each child learn respect for individual differences. She must work diligently to overcome the negative stereotyping of the Indian that has been a part of too much teaching in the past. (17)

Robert Dumont, after working with Cherokee children, wrote that he developed an impression that they were model pupils, eager to learn, always busy, rarely disruptive, very controlled. Cherokees value individual autonomy within the restraints of the interdependent relationships of the extended family. Keeping harmony to avoid inter-personal stress and conflict is valued. Caution and restraint in social situations are deliberately exercised. Therefore, the children bring different definitions to teaching and learning. They do not think of the teacher as superior with authority over their behavior but as one who is ordering and clarifying the unknown as an act of assistance. Choice and respect govern the relationship. Teaching and learning proceed within a balanced interrelationship and interdependence of those involved. Pupils frequently band together to help the teacher accept their way of life. They assist each other. If one child doesn't know an answer and is put in an embarrassing position, others may refuse to answer also. (8)

The National Council for the Social Studies article on Indian participation in public schools further increases our understanding of this cultural minority. From extensive interviews with well over 400 Indian parents in eight states, it has been found that they are increasingly concerned about how they can make public schools meet the needs of their children. They are dissatisfied with the public schools' continuing failure to educate their children and often "view the school as a white man's institution bent on taking away their Indianness and making them into white America's image of itself." (18) They want involvement in and control over their children's education through participation in the educational decision-making process, yet the exclusion of Indian parents is so complete that they "are almost totally absent from the life of the school." (18)

Two major deficiencies in the instructional program of too many of today's studies of the American Indian are that it is merely descriptive and it stereotypes the Indian. Much time has been spent on making tepees and headdresses and other objects associated with the Indian culture. The names of many tribes and trivial information about each have been considered, but no real attempt has been made to look at the social problems of the Indian today. Nor has a serious attempt been made to look at

the realistic human relations of Indians in the past. The child too often gets the same ideas at school that television has fostered--Indians are bad guys and not very smart and their work and play is on a simplistic level. Much of the content is outdated and not based on reality. In looking at some units on Indians one gets the idea that all Indians lived in tepees and wore elaborate costumes. These facts are trivial and not true but one rarely finds a teacher who will not present them or let the children focus on them and waste endless hours constructing models that give misconceptions. A good program is organized around generalizations from the social sciences. Children should consider how the culture and values of the Indian influenced his group and individual decisions. They should be presented with examples of American Indians who have been and are contributing to the American society. Teachers have to search for problems to be studied because far too many textbooks present a view not conducive to accurate learning about the Indian. Some experts feel that children learn enough about Indians from television, movies, and trade books so that the schools do not need to waste any time studying about Indians of the past, but that the only content that should be considered would focus on Indians of today.

The May 1972 issue of Social Education has an extensive bibliography of materials and sources on American Indians.

Asian-Americans

Since former President Nixon made his historic trip to China and since Japan has become such a powerful nation, no doubt the schools need to study the Oriental culture more. According to Agnes Inn, the story of Orientals in the United States cannot be told in isolation from any other group any more than that of any minority group can. The people must be studied in relation to the larger social system. And certainly the Oriental is not a minority in the world system. As a part of the American culture though, she says, the teacher needs to present both the culture of Orientals in Asia and the culture of an Oriental child in the United States. Special social problems that the Oriental has experienced in this country should be explored. What happens when an Oriental is transplanted to an alien land? What restrictions has the United States placed on Orientals? Why were these restrictions placed? What strained relationships came about when the United States government requested that Japanese-Americans be put into camps during World War II? Was it or was it not unfair and partly due to ignorance and lack of understanding of the code of ethics of the Japanese? Were they stereotyped and attributed certain universal traits that did not allow for individual differences, thus done an injustice?

Inn feels that looking at Orientals in Hawaii who have attained a remarkable position as well as those on the West Coast who have struggled is important for balance. In Hawaii the identification of the Orientals --a cultural resurgence--was allowed expression after earlier periods of being stifled. Language school flourished. Classes dealing with the Oriental culture became popular. Karate and aikido classes enrolled

people of all cultures. Japanese foods and movies did well. This resurgence became vital and did much to promote tha acceptance of the Oriental. On the mainland many Orientals have assimilated into the dominant culture. Many also choose to retain their ethnic identity by living in "Chinatowns" or "Japanese towns." It is possible not to be assimilated and still not violate the culture of the dominant prevailing group. Inn believes as long as cultural diversity is prized we can help Orientals achieve the self-esteem they deserve.

Inn advocates that the study of any ethnic group by those who are not members of the group should contain elements and generalizations that are basic to all groups of people. For example, she says, each group has to learn how to cope with authority. Authority may be different in different groups, but the feelings involved are similar. She sees teachers as having an obligation to present a picture of the Orientals that is not distorted and does not result in stereotyping. Some teachers show a beautiful mandarin jacket, a coolie hat, and other objects supposedly representative of the culture. Little effort is made to determine who wears a mandarin jacket and for what occasions or who wears a coolie hat and for what occasions. Rarely is it shown that many Orientals wear a dress or shirt that is just like ours. Much of our clothing is imported from the Orient. Picturing only the quaint and strange aspects of a culture can given children many distorted views. (12)

Mexican-Americans

Estimates based on the 1970 census indicate that there are over eight million Americans with Spanish surnames in the United States. This group, often called Hispanos or Chicanos, would include Puerto Ricans, Mexican-Americans, Cubans, other Latin Americans and Spanish. Daniel Valdes in an article focuses our attention upon this minority group. He states that the Hispanos in this country run through a whole continuum of white to nonwhite ancestry, but that the great bulk are anthropologically and biologically white (Caucasians) and this preponderance is so recognized in the United States. Although most children know that the first explorers of America were Spanish, according to Valdes, few know the history or origin of their contemporaries with Spanish names. Nor has sufficient emphasis been given to the fact that the forebears of the Southwest Hispanos created the greatest colonial empire the world has ever known and were the discoverers, explorers, civilizers, and colonizers of much of the New World.

Valdes feels that textbooks have done much to smear the Spanish because Spain was England's superior, most powerful, and hated enemy. Some books, he asserts, still sustain and perpetuate myths about the Spanish and Hispanos that nurture prejudice and discrimination. Among the myths are that the Hispanos are more Indian than Spanish, that the Spanish were cruel and came to the new world only for gold, that the Hispanos lacked experience in local self-government, and that the Spanish discovered, explored, and conquered but did not civilize or colonize Hispanic America. The facts are, Valdes maintains, that even in those areas where there

is a mixture of Indian and Spanish the culture remains predominantly Spanish, that the Spanish came to America mainly to Hispanicize and Christianize although some did come to search for gold and power, that from the beginning of white rule the Spanish elected their own town councils and legislative assemblies much like the English colonists, and that during the years 1500-1800 more than 3,000,000 Spanish came to populate America. Furthermore he points out that the Spanish founded over two hundred major towns and cities in the U.S.A., established the first Christian churches, brought the first printing presses, published the first books, wrote the first dictionaries, histories, and geographies, and founded the first newspapers in the New World. Additionally he says there have been Spanish schools in America for over four hundred years and three universities were founded one hundred years before Harvard. The Spaniards introduced the horse, the cow, the sheep, and many other animals to this country. Practically every fruit was first brought here by the Spanish and agriculture, stock raising, and mining were established by the.

These facts are important, according to Valdes, in enhancing the self-concept of the Hispano, especially the poor. How much units focusing on the contributions of this culture and their human relations with the dominant culture would strengthen the self-concept of Hispano children! Frequently, within the dominant culture Hispano children and youth are the victims of incidents of discrimination, segregation, and social ostracism. Such experiences tend to reinforce a low self-concept. Valdes believes that it is imperative that schools give the Hispano child continued opportunities to see himself and his ethnic group in a realistic and positive light, thus increasing his self-dignity and self-respect. (21)

Dell Felder offers a number of suggestions for curricular reform regarding the education of Mexican-American children. The first and perhaps the most important step would be for those in the Anglo (non-Hispano) school to accept Mexican-American children as culturally different and assist them to form a desirable self-concept. Ways must be found, she feels, to offset the psychological damage being inflicted on these students. A partial solution to this problem would be to include a study of Mexican-American culture, with emphasis on the profound effect cultural values have on human behavior, in the curriculum. A second step would be for teachers to recognize that economic deprivation and cultural difference generate serious handicaps to learning. Although most Mexican-American children are rich in experiences of their culture, these experiences are not highly valued in the Anglo school. Thus, she feels, they not only should have the opportunity to put their experiences to work in learning but also should see, touch, smell, feel, as well as listen--exposure to a wide variety of experiences. Thirdly, teachers must realize that these children are often conditioned to ways of thinking which are different from Anglos'. Felder believes that a child who has not assimilated the dominant culture and does not have command of the English language cannot be validly tested by the instruments of that culture. Finally, she feels that attempts to adjust the curriculum must be analyzed in terms of their consequences. Both the Anglo and the Mexican-American child will reap rich benefits from a multicultural education. (9)

As teachers we must prize diversity. Each unit presented must increase the child's understanding of people by presenting concepts that picture minority ethnic groups as they really are. This includes a recognition of the contributions of each and an avoidance of stereotyping of the negative aspects. It includes a look at the social problems of each ethnic group both as to their effect on that minority group and as to their effect on the dominant culture. A constant search will need to be made for materials that accurately picture minority groups as having the same needs and feelings as all humans. And even with this more positive focus there must be an attempt to see each person as an individual and not just as a member of a group. For example, even though Indians may be characterized as generous if they have accepted their culture, it is still not fair to expect each Indian to have this trait any more than it could have been expected for individuals to have the bad traits falsely presented in the past.

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Chapter 4

AMERICAN STUDIES

Derided, whittled at, mocked, the history of America has taken a battering in recent years. Likewise, the American history curriculum of the schools has received its share of criticism, too, as it was recognized that textbooks and teaching methods left out some vital areas of study such as contributions of many ethnic groups, problems faced by immigrants or the poor, and policies pursued by the government that did not enhance the dignity and rights of the individual or society.

These discoveries and others leave a painful hole in America's stock of self-images and help explain the recent surge of interest in attempting to tell the story of America as it really was rather than as Americans wish it had been. Inclusion of all of the problems, past and present, and the less-than-desirable practices as well as the practices we can be proud of, is necessary in order to give children a well-rounded background of their country so that each may learn to make wiser decisions concerning the future of the United States.

Historical scholarship is continually arriving at new conclusions. For example, there have been significant recent changes in interpretation related to the colonial period, the American Revolution, and the Constitution. In 1973 the National Council for the Social Studies, as it had done in the past, issued a volume designed primarily to reinterpret United States history. The Reinterpretation of American History and Culture was written by professional historians and includes chapters on the following: Native Americans, Afro-Americans, European Americans, the Chicano, Asian Americans, Women, the City, War, Intellectual History, and Revolution, Confederation, and the Constitution as well as each period in American history. Each chapter emphasizes the relationships among the many groups in each period, recognizing the essential unity of humanity. This book makes an excellent reference for those wanting to study an authoritative and up-to-date account of the state of scholarship in American history. It reflects new perspectives of past developments and new emphases on minority groups, on conceptual approaches, and on use of the methods of the social sciences. (2)

Another excellent reference for use by those engaged in teaching American studies or American history is the 44th Yearbook of the National Council for the Social Studies. Teaching American History: The Quest for Relevancy is addressed to the classroom teacher. It is practical, not theoretical. It demonstrates how to teach by presenting specific lessons, created and class-tested. Part I is a rationale for why the teaching of American history should remain a vital part of the quest for relevancy within the school curriculum. Part II concentrates on how students can better understand the nature of the discipline of history and its mode of

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inquiry. Part III focuses on how historical topics can be expressly utilized to assist students in coping with issues which might arise in the future.

Nearly all chapters contain sample lessons designed to illustrate how major points made in the rationale can function in practice. The lessons are intended primarily for grades 5 through 12 but some ideas could be used in part in lower grades. Each lesson includes student materials needed. These include class cards with questions, background materials, references, and games for developing knowledge goals and skills in the cognitive domain as well as value clarification (empathizing) and social participation activities in the affective domain. Sample lessons are provided on the following topics: early American Indian life, conditions during the Civil War, Women's Equal Rights Movement, validity of the melting pot theory, the American city in the 19th century, Who is qualified for the presidency?, Am I relevant to history?, the environment, and the future. The strategies, techniques, and methodologies give excellent ideas on what the new social studies is all about. (7)

Edward Martin and Martin Sandler ask for a rejuvenation of the teaching of United States history, the most widely taught subject in the American public schools. They recognize the huge job of sorting through and selecting usable materials but believe each teacher has a responsibility to do this using criteria which allow one to make judgments and distinctions. The criteria selected by Martin and Sandler involve the following four points:

1. We believe that United States history is a course that must revolve around honest inquiry into the people and events of our past. Inquiry must begin with questions; questions that have relevance to the past, to the present, and to the future. From basic questions and issues we proceed to data and generalizations.

2. We believe that United States history is a course that must move beyond the political and economic development of the United States. It must begin to take a more broadly cultural view of our history; one that considers beliefs and values, arts and crafts, customs and institutions, language and technology, literature and music.

3. We believe that the United States history course should tap the rich resources of media that flow out of a cultural approach such as paintings, folk songs, mass media, and personal testimony. This range is vital for another reason. With our overheavy emphasis on print we often make reading a prerequisite for thinking and learning. In the real world people also learn by looking, listening, and touching. In many instances a picture <u>is</u> worth a thousand words.

4. We believe that the teacher is ultimately responsible for selecting the material that will make up his or her United States history course. Two concerns are paramount: What material will work with students? Is material accessible to me and relatively inexpensive? Getting and using the materials . . . will require effort and thought but the results will be worth it. (9)

Martin and Sandler plead for greater use of six sources in the following general categories: the still picture, audio material, simulations and games, the popular arts, literature, and new sources from the social sciences. They give specific examples for use with the students.

Pictures they consider to be one of the most important and accessible sources for teaching U.S. History. Paintings and photographs, increasingly used in textbooks, must become more than mere filler or illustration. A picture, they believe, can be used in the total process of analytic thinking as a way to sharpen observation skills, a source of data which can be organized, an image about which one can make a hypothesis and test it, an object which reflects opinions, biases, and values and so on, in the process of critical thinking. Pictures can also be used as historical documents. They can be used to elicit and discuss the affective responses students have to powerful illustrations, thus allowing the students to deal with their own perceptions, feelings, and values about people, events, and ideas in United States history, past and present. Finally, one of the most important reasons for using pictures is that all students can approach a picture on equal footing. So often lessons that rely solely on print put students who have difficulty reading at a disadvantage.

Recorded sound or audio material offers many possibilities for activities both in and outside the classroom according to Martin and Sandler. Recent technological advances and an evergrowing list of recordings make records, tapes, and cassettes valuable tools for teaching United States history. In this category are recorded readings, dramatizations, songs, sounds, actual speeches, and newscasts. One of the most effective ways to gain understanding of the culture of a people is to examine the songs they sang during particular periods, which often tell more of their hopes and fears and their hardships and joys than printed materials do.

Simulations and games, they believe, can help students relate to American studies. Such games as "The Dump Game" involving where an incinerator should be built, illustrated in the November 1971 Social Education, can promote a better understanding of how things work in America by considering such questions as--How did you actually make the decision? Was this the democratic way to decide? How does this compare to the way decisions occur in real town meetings, in the United States Congress, by the President? What kinds of things motivated your actions? What role did information, personalities, alliances play in the decision-making process? How was power distributed and used? What kinds of power were there?

Popular arts such as advertisements, cartoons, catalogues, city directories, comics, posters, mastheads, bookcovers, and the like provide a rich source for teaching about the culture, according to Martin and Sandler. These sources are almost limitless. Old newspapers and magazines, materials from the town hall, and contemporary examples of each of the above offer powerful, often humorous commentary on a particular subject or situation. From advertisements questions such as--What standards of life are appealed to in the advertisements? or Do you think this is a true commentary on the values of the times?--can be used. From comics some suggested questions might be--What is the opinion expressed in each cartoon? or Do you agree with the opinion expressed? Such questions provide students with an excellent chance to develop their skills in comparing.

A wider use of American literature in the social studies, Martin and Sandler believe, might encourage a more humanized study of how people have lived throughout this nation's history. Using such literature as fiction, plays, personal testimony from autobiographies, diaries, letters, and the like might help students discover more for themselves.

Other new sources from the social sciences developed recently are, in the main, tools for problem solving rather than information descriptions. Newer types of maps, aerial photographs, statistics for making quantitative correlations, interviewing, kits, and artifacts give each pupil an opportunity to deal with historical methods. Putting together combinations of the right kind of media for particular classes, putting these materials together around fundamental human issues that are worth the consideration of pupils, and using these materials to begin to get meaningful answers to questions posed is the main challenge for teachers of American studies. (9)

Ambrose Clegg, Jr. and Carol Schomburg provide us a look at the dilemma of American history in the elementary school. They say that the history of the United States has been viewed traditionally as an essential element in training for citizenship and thus it has been the mainstay of the social studies curriculum in the elementary school. Lawmakers have certainly functioned under this belief as state legislatures have mandated the teaching of national and state history as well as the celebration of a number of national holidays. Today, the history of one's state is usually taught in the fourth grade, normally with a strong emphasis on the state's early origins and the development of local institutions. American history, as a chronological survey from past to present, is usually taught in the fifth grade.

Clegg and Schomberg assert that the irony of all the assumptions implied through the use of various philosophic criteria in history is that what passes for history in the elementary school may really be called "school-book history." School-book history tends to be the approved, recorded narrative of the past and in the elementary school consists largely of the passing down of myths and legends of our cultural heritage and the learning of the accumulated traditions of the national heritage as a means of initiating youth into the society. While recognizing the value of this

knowledge as a necessary part of the socialization process, they suggest the strong need to give the process of "doing history" its appropriate place in the school. What we need is an appropriate balance of history as both a product and a process. It is not an either-or proposition. (3)

Margaret Branson also advocates that teachers begin "doing history" with their students through using inquiry methods in the teaching of American history as a means of getting away from the repetitiveness that is usually present, as a way of enhancing decisions to be taken by real persons in the living present, as a way of fostering international awareness, and as a means of helping students realize the important differences between information and knowledge. She concludes that those who learn to inquire can become involved participants in history instead of passive bystanders. (1)

Taking a cue from the proposals from many new projects, Richard Farrell and James Van Ness advocate that American studies be taught around themes. Using a thematic approach to develop a historical context in which all social science disciplines can be learned, they believe, will do much to enhance the relevance of the social studies curriculum to the real world. It also lends itself to the newer methods through which pupils learn generalizations, concepts, problem solving, and decision making in both the cognitive and affective domains. Possible themes they depict are as follows:

1. The Democratic Ideal
2. Power Structure in the American Political System
3. Concept of Civil Disobedience
4. Evolution and Concentration of Power in the National Government
5. Origins, Manifestations, and Impact of Nationalism
6. Origins, Manifestations, and Impact of Sectionalism
7. Technological Revolutions and Urbanization
8. Prosperity and Depression
9. Search for a Foreign Policy--Continentalism, Imperialism, and Internationalism
10. War and Peace
11. The Arts in American Culture
12. The Concept of "Mission" in the American Tradition (5)

In the past, Farrell and Van Ness state, most teachers followed a chronological approach "covering" the material in a hit and skip fashion and rarely working up to happenings since World War I. With the rapid increase in knowledge it is imperative that teachers find some means of selecting pertinent content. Farrell and Van Ness believe that different classes can analyze different aspects of a theme and that individual students can also be encouraged to analyze different aspects. They see more emphasis being placed on the present, with the study of the past used to bring about greater understanding of the present and future. Furthermore, a more structured organization which develops understandings rather than mere facts can aid in seeing relationships among events, personalities,

ideas, problems, and solutions by providing a framework for organizing content, materials, and activities.

The inquiry process becomes the major strategy for study. In testing hypotheses and analyzing data within the context of a theme, the general is related back to the specific, and thus a pupil can develop a perspective from which he can analyze present conditions. Studying the same themes at different grade levels as the child matures, they maintain, can enable the individual to grow through several intellectual levels of comprehension. The thematic approach to the study of American history could become the basis for the entire social studies program. (5)

The use one makes of historical research depends on his purpose, according to John Palmer, who goes on to say that historical research results in more or less detailed descriptions of what took place in the past, in hypotheses, in evaluations of individual and group behavior, and in the development of a body of evidence. He asks that desirable use of historical research be made with young students; that is, using it to raise questions in their minds that are significant to them, clarifying what is involved, and developing an understanding of the complex interrelations of institutions and other cultural elements in time and place. He feels that these goals are central considerations for utilizing research findings in teaching American history.

Palmer believes that the use of a variety of research findings with students is preferable to the single set of data and conclusions usually found in textbooks. He reasons that the weighing of evidence as to its relevance, accuracy, and relation to the broad socio-cultural context of the event carries a broader potential for pupil learning. Every effort should be made to encourage the student to examine the research evidence, determine if it generates any issues that he or she believes are significant, and then to proceed, with the assistance of other students and the teacher, to look at these issues. Thus the pupil is most apt to be motivated to engage in learning by relationships which develop between what is in his or her head and the historical evidence. (10)

In a belief that it is useful to concentrate on individual Americans and American communities, Social Education devoted an issue to studying about the American Revolution. Questions around which study was focused include: What was life like for individuals in their communities? What did they value? Are those values ones we share today? What have we kept from the past? What have we changed? What did people care about? What opinions did they have? What did they decide to do and why? Materials in the issue are designed primarily for use with students. Elementary middle grade teachers get help on history and the American Revolution, exploring American communities past and present, dealing with conflict and the element of personal choice, and examining American values. Pictures, card sort exercises, a brainstorming exercise, a negotiations exercise with data cards, a calendar of events, biographical sketches, an introductory values clarification exercise, and sample evaluation instruments as well as many suggested activities are prepared

for use by teachers and pupils. (8)

Another source to add life, color, and authenticity to classrooms studying the American Revolution is through the use of folksongs, according to Lawrence Seidman. Folksongs are primary, historical documents that reveal the feelings, emotions, hopes and fears of the people. These songs can help pupils learn a great deal about the social mores and the economic and political learnings of the day. Seidman's article includes folksongs that Loyalists and Whigs, British and American soldiers sang during the 1763-1783 period. Since newspapers were scarce and many people illiterate, one of the most important ways to convey news of what was happening was through ballads. For every incident or battle, someone would dash off verses, set them to a well-known tune of the day, and soon the news would be sung throughout the colonies and England. Teachers and children need little musical knowledge and no musical accompaniment because it is the song and its message that is important. The teacher can put the song in its historical context and tell the story of the events leading up to the incident. Map exercises can be valuable to help the class see where the event or battle had taken place. Songs can then be sung for the enjoyment of telling a good story and reliving a time in the past. A bibliography of folk song books and books on the historical and social background is also given. (11)

One of the newer issues which needs attention in American studies curriculum is the problem of population growth. Although population materials have likely been included in the elementary curriculum in the United States for a long time in such topics as immigrants to America, migrations to open the American West, cities, population size and distribution, Stephen Viederman contends that we have not had a population education program. The goal of population education, he states:

> ...is to assist students to conceptualize the relevance of population for themselves, to assist them thereby to make rational and responsible individual and collective decisions about population matters utilizing appropriate information and analytic skills. (12)

Viederman sees population education being used to create a view of population as a phenomenon to be understood, not a problem to be solved. The content of such programs will include knowledge from a number of disciplines and interdisciplinary fields and should represent a synthesis of this knowledge. He sees no evidence to suggest that anything near an adequate population education program exists in American schools at this time. He provides an illustrative list of 52 population education activities. (12)

The April 1972 issue of Social Education provides an extensive list of population education reference materials. (4,6)

American studies or United States history is changing. Pupils are now being put into history by studying persistent problems, comparing past with present, considering values as well as political and economic events,

analyzing happenings, using a variety of resources rather than just collecting descriptive information, and attempting to learn how to make decisions and judgments. Relating each area to the present is bringing about a greater interest and feeling of relevance on the part of the pupils. Why should they draw pictures and read about Pilgrims over and over again and wars and presidents and capitals and states when they could be developing insights into problems each will face? Wouldn't this sort of study give students a better understanding of the United States than reading the facts about the historical development of our country? American studies are becoming more than just a study of history and geography. They are becoming a way to help bring about a better life for all American citizens.

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Chapter 5

LAW

> ... The issues of our streets must become a part of the content of our curriculum. The alarming array of public controversies--all entangled in the web of the law--must be examined within the context of the law, for the law permeates the social studies. Our traditional courses of study in history, economics, and political science traverse a great variety and multiplicity of subjects relating directly to or peripheral to the law. Are there ways of approaching the law in the social studies with a sense of direction and with a mode of inquiry? (17)

In exploring the answer to this question, Isidore Starr believes that social studies teachers must examine with their students: (1) materials relating to the origin of the law--relationships between law and religion, law and authority, law and custom, law amd morals, and law and man's nature; (2) anti-poverty legislation from the consumer perspective, not from the viewpoint of the "war on poverty" edict--especially landlord-tenant laws, welfare laws, marriage and family laws, criminal laws, torts (fraud), banking and credit laws; (3) the treatment of earlier civil disobedience episodes in past history as well as those occasioned by the Vietnamese conflict and the civil rights movement--engaging students in meaningful inquiry as to the facts, the value conflicts, and the explanations offered by those who confront each other; (4) the debate about the existence, importance, and relevance of natural law--liberty, justice, and equality, three major concepts in the doctrine of natural law, have been incorporated into the Constitution of the United States; (5) the risks of relying solely on the courts for the protection of our heritage of human rights--courts can be conservators, concerned solely with the preservation of precedent, or innovators, sensitive to the transformation of society; (6) the nature and extent of crime in this country--the many types of lawlessness, individual, group, and official; and (7) a number of issues, past and present, in international law--the search for international stability should be subjected to inquiry. (17)

Law is sometimes considered a part of the humanities. According to Ernest Giglio even a quick study of the law reveals that it involves many fields of learning including philosophy, literature, sociology, and economics. Therefore, he says, law has an affinity to both the humanities and the social sciences. Law is not just a body of authoritative doctrine composed of rules and regulations that circumscribe official behavior. In its broader sense, Giglio asserts, law is a science of observation focusing on the interactions between the behavior of law officials and the behavior of laymen and on the prevailing patterns of behavior, not as

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the observer wishes them to be but as they really are. As industry and society have become more complex, the correlation between the law and the social sciences has become correspondingly manifest. Thus, he says, it is in this broader sense as being involved in philosophy, art, and literature that the most effective use of the law can be made in social studies. The use of social facts in litigation has had a profound influence upon the course of judicial decisions.

Giglio states that when law renders judgments on social objectives to be attained by a society constantly in flux it becomes closer to a philosophy dealing with what law "ought" to be. The application of law as philosophy is constricted though by the law's concern for regulation and constancy rather than change and flux. The need for uniformity and continuity in the law, he says, is exemplified by the principle of stare decisis, or let the decision stand. This principle ensures that certain rules of law will be applied equally in the morning as in the afternoon. It ensures integrity of wills, contracts, conveyances, and securities. It provides men with guidelines by which to carry on their economic and daily activities. It assures social stability by relating the present to the past. However, its usefulness can be abused when judges render decisions on precedents but contrary to empirical knowledge. Absolute adherence to precedent does not lead to growth and progress in the law.

Giglio reports that a national survey conducted recently revealed that most Americans know less of the law than they should about their duties, responsibilities, and rights as citizens. One study of high school students revealed that they believe in freedom in the abstract, but when the belief was tested through application to specific situations their responses indicated either a general lack of comprehension of constitutional guarantees or an indifference to them. Yet, he believes that this situation can, in part, be remedied through a more effective use of the law in literature. He sees the utilization of the fictional trial or actual case in the hands of an imaginative teacher as an effective teaching tool, restricted only by the teacher's factual knowledge and intellectual creativity. (5)

We do not have the measure of justice we should have in America, Robert O'Neil and others state in a thoughtful article. While the American system of justice may be the best in the world, it is far from perfect. Justice has too often been reserved primarily for those groups who could and did acquire cultural and physical characteristics similar to White Anglo-Saxon Protestants. Some key generalizations, they believe, that students can derive from studying the legal and constitutional history of ethnic minorities in the United States include the following:

1. Ethnic minorities have served mainly as a source of cheap labor in the United States. Their immigration has been encouraged primarily for this reason.

2. Whenever Whites have used ethnic minorities as a source of cheap labor, they developed rationalizations to justify their

exploitation, attempted to dehumanize them, and formulated laws which legitimized their oppression.

3. With the use of highly discriminatory immigration laws and other tactics, deliberate efforts have been made, historically, to keep the United States a predominately White nation.

4. Ethnic minorities in the United States have experienced little justice in the courts.

Further, the authors contend that examining the legal status of the first Americans, the Indians, and the history of our government in the making and the breaking of treaties; examining the legal documents and court cases which related to the rights of African Americans, the Slave Codes, etc.; examining the struggle of the Chicanos through a study of the Treaty of Guadalupe Hidalgo; and examining the legal treatment of Asian immigrants under the Chinese Exclusion Act in 1882 and Executive Order 9066 issued by President Roosevelt during World War II--all will assist students to reconcile some of the gross contradictions between American realities and the ideology and myths which are pervasive within many schools and the larger society. (12)

There are many persons who advocate expanded consideration of law and order or conflict and dissent in the elementary school classroom. Some curricular progress is being made in this particular area. Several projects conducted in the mid and late 1960's merit attention. (1, 8, 13, 16) The October 1972 issue of Social Education contains an extensive bibliography of sources and resources for teaching about American politics, including curriculum guides and materials, bibliographies, resource units, games and simulations, and a directory of political scientists available for K-12 units or lessons on American politics. (18) The November 1973 issue contains sources and resources for teaching about justice in America in the elementary schools.

George and Catherine Ferree advocate that the examination of an issue vital to intelligent socio-political behavior must be a major concern of any social studies learning. Students need to be provided with the sorts of experiences that will lead to the acquisition of knowledge, skills, and other dispositions helpful in the elucidation of basic social issues, the sorts of issues that deeply and widely affect human lives and about which people will undoubtedly have to make some decisions.

What is a law? What makes a law good or bad? According to the Ferrees, there are both natural laws, as in physics or chemistry, and moral laws, which are rules designed to serve human purposes. For a law to be good, they say, it cannot be too abstract. For example, a law attempting to ensure freedom of the press cannot be merely that which interprets freedom in some abstract way but it must be one that will establish what freedom will mean in regard to the press. In effect the law legislates what freedom is in a particular context. This contextualist view raises

the possibility of conflicting freedoms with their attendant legal problems. Should citizens be free to fish and swim in a pollution-free lake or should industries be free to dump their wastes there? Laws ensuring freedom for the one preclude freedom for the other. And the issue can become more complicated, they state, as one considers citizens who want goods produced by these industries at an economical cost, but laws requiring the industries to prevent pollution can add to costs. Who should decide whether a law is good or bad and by what criteria laws should be judged? These issues should become the concern of all.

Even though people cannot make perfect judgments about laws, the Ferrees point out, they still attempt to and are continually seeking to maintain laws or modify them in some fashion. Basically, they say, there are two classes of actions that can be engaged in as means to change. One is legal--that is, actions that are in accord with institutionalized legal machinery. One is illegal--that is, actions take place that somehow violate existing laws. Extralegal actions--those for which there are no pertinent statutes--are considered legal. Legal actions can involve working through established political machinery to elect representatives committed to the enactment and enforcement of intended laws, calling for legal referendums, engaging in legal petitioning and lobbying, communicating opinion by way of peaceful, legally sanctioned meetings and demonstrations, and bringing matters to the courts via test cases. However, men cannot be sure which of these strategies are most influential or desirable in bringing about change. Even among men who agree to operate within the law, there are diverse opinions on how to proceed. Some persons claim, according to the Ferrees, that there is warrant for illegal action too. Some willfully violate any law with which they disagree. Others maintain the consequences of violating any law have to be weighed against the probable consequence of undermining the system of life under law in general. Although we may judge some laws as inadequate or bad, they may concern such trifling matters that violating them is not worth the corrosion done to the system. However, for those who felt that slavery violated a fundamental human right even though legal--then, the corrosive effects of violating that law were to be outweighed by the good accomplished. Some individuals feel that the plight of the ghetto black despite all the laws and talk is not alterable enough through legal maneuvers so other kinds of action need to be taken, but even those who believe that illegal action is needed do not agree on the kind of action.

The Ferrees reason that along with issues dealing with the meaning of "law" are those dealing with the meaning of "order." Some persons talk of order within a society as meaning only no plundering, stealing, mob action, and the like. Others think order has to do with the degree in which the institutions, life conditions, and basic evaluations of a society are in some sense mutually supportive. Some persons believe law and order are related in that laws can bring about order if laws are good and if they are enforced. Others contend that order is a function of education rather than legislation and that legislation can merely have an impact upon the quality of education and not provide order itself. Schools, they say, will need to experiment in their teaching of law and order.

They also give suggestions for programs in the elementary schools dealing with law and order. First of all, they say, elementary schools can strive to introduce youngsters to considerations about language which will be helpful to them in seeking to talk clearly, consistently, and cogently about issues in general and about the issues pertaining to law and order and conflict and dissent in particular. They plead for introductory, foundational studies of such matters as the uses of language, vagueness and ambiguity of terminology, ways of rendering language more precise, deductive and inductive inferential techniques, fallacies in reasoning, kinds of evidence, and so on. For example, the effective elementary teacher could help children recognize the various ways in which "law" and "order" are employed. The various uses of such terms as rule, protest, force, violence, revolution, power, and authority could be investigated by pupils as to how words are employed in the context of discourse about vital social questions and not merely as vocabulary drills. Are we really in the midst of a "revolution" today? If people aren't fighting one another, are they at "peace"? An exploration of the ways terms function in the context of such questions can lead to a recognition of some of the principal barriers to clear verbal communication and to more precise understanding and formulation of issues.

The Ferrees think that a second area where elementary school can help is in communicating accurate and comprehensive information about the issues. Students are frequently only partially informed, if not misinformed, about the factual dimensions of issues about law and order. Too much of their information has come from overheard casual conversations, television reports, and newspaper headlines and they are not aware enough about the total issue. Certainly, they state, elementary schools can provide accurate and comprehensive information about the issues children have the capacity to understand and discuss or become personally involved in.

Third, elementary schools have an excellent opportunity to promote insight into the character of rule-directed community life. Elementary schools, the Ferrees believe, should regard it as part of their educational responsibility to afford youngsters a substantial role in the regulations and guidelines of the school. Through active participation in the regulatory dimensions of school life, pupils can learn much about what rules are, types of rules, the evaluation of rules, the problems involved in democratic rule making, living with the consequences of rules, and even the conditions under which rules can justifiably be broken. The student participation must be genuine and about matters that are not trivial. Children should have the sorts of experiences that will help illumine for them the character of the larger society. (2)

Even though teachers are willing to discuss openly issues involving law, order, conflict, and dissent, these efforts are not always received with enthusiasm. Sometimes opposition comes from an overly cautious administration and sometimes it comes from an irate community pressure group. But, as B. R. Smoot states, if teachers are committed to making the curriculum more relevant they will need to help students learn how to make wiser decisions concerning major issues of the times. Students need to

have opportunities to consider problems and deal with conflicting points of view. Examination of various points of view, he holds, is the essence of real inquiry. To present solutions to students who have not yet identified problems or to suggest answers to unasked questions is to deny social studies students the excitement of inquiry into fundamental issues. Essential to this inquiry is a communicated understanding that the examination of conflicting points of view does not constitute endorsement by the teacher of a particular position. The goal is objectivity wherein the teacher and students seek to gather as much data as possible, both pro and con, in order to clarify issues and produce an informed discussion.

In a nation that values cultural pluralism, Smoot contends, it would seem paradoxical to deny schools the opportunity to inquire into conflicting values that are often the root of contemporary problems. Confrontation in the classroom between ethnocentrism and cultural pluralism should provide the beginning of the development of civic and cultural tolerance in pupils. Another source of conflict arises from a commitment to mass education which serves different ethnic groups who hold different values. And of course, Smoot points out, any effort to conduct open and free discussions of controversial issues is complicated by the current national climate. Sometimes parents blame the schools for promoting discontent and rebellion in their children. On the other hand, there is a greater need than ever for the social studies to promote an open discussion of possible alternative solutions to social problems--to ask fewer knowledge/recall questions and to ask more of the "should" questions. Answers to these questions may produce controversy but they result in dialogue, a needed ingredient in a time of alienation and increasing polarization. (15)

In the past educators entrusted the teaching of controversy-laden concepts to teachers in the upper grades and secondary schools. V. Phillips Weaver opposes this delay as he maintains that concepts vital to functioning in a democracy--concepts such as law, order, conflict, dissent--must be introduced early in the school experience. He suggests some ways that kindergarten teachers and primary teachers can provide a beginning in understanding these concepts. Research has indicated that the process of conceptualizing law, order, conflict, and dissent has begun before children enter kindergarten. Thus, primary teachers must consider what has already been learned, not necessarily as a foundation to build upon because too much of this early learning has the wrong slant--as, for example, those who think dissent is synonymous with violence or that law is something to be circumvented--but as something from the past experiences of the child that must be considered.

Probably the most important teaching concerning law, order, conflict, and dissent in the primary grades, Weaver believes, involves the tone of the whole classroom. Genuine opportunities for decision making, debating and voting on questions such as games to be played, trips to be taken, and the ordering of assignments enable children to become more proficient in the democratic experience. Practices such as these should do much to erase part of the apathy and alienation which characterize some political attitudes. One of the most valuable techniques, he sees, is role playing

where children can reenact a disagreement over a game played on the playground or other problem situations, where they can examine the cause of disagreement, the lack of consideration shown by various parties, and effective ways that could be used to handle the situation.

Current news in communities, Weaver asserts, offers an opportunity for children to explore the meanings of law and order and conflict and dissent as they study new laws passed dealing with such things as making a street near the school one way or prohibiting the use of detergents. Children can try to find the reasons behind the new laws, who made them, and who will enforce them and by what means. Such inquiry does not involve much teacher talk but has the children actively exploring a variety of resources which they question. Levels of conceptualization will vary widely. Young children can also explore instances of conflict and dissent, such as when protesters rally to protest the failure of the school board to take a particular action. Examining how the protestors feel, why they feel this way, what the position of the school board is, whether or not a mass meeting is a good way in which to show disagreement, what other means might be used, and what the results of the other means might be, Weaver believes, is a good way to increase the children's wisdom. Bringing in resource people from the community who can communicate effectively with children to present the many sides of the discussion will contribute ideas to the discussions based upon real feelings and perceptions. Some of these discussions can easily be brought into the primary grades when children are studying urban units. To ignore the problems of the cities--problems involving drugs, crime, and the breakdown of law and order, segregation, and integration which children are already familiar with from watching television--is to deny children chances to learn political science concepts and to have experiences that are realistic and honest. (19)

A. Guy Larkins believes a different and more realistic approach to teaching about the policeman is needed. The impression now often given children is incomplete, unrealistic, and lily-white and the stereotype presented of Officer Friendly is sometimes coldly contradicted by real experiences beyond the classroom. A more circumspect examination of the policeman's role in society through a study of how policemen treat different groups of people, public controversy over the proper role of the policeman, the working behaviors of policemen, the ways in which the state uses its police forces and police powers, Larkins states, should help students deal more rationally with issues related to the police and public policy. However, he warns, a teacher must be careful not to take away from the image of the good, helpful policemen who provide the young child with a feeling of personal security and support. Some adults also fear that exposing the bad side of cops will give some children such a negative view of authority that the children will become less willing to support the existing social-political order. However, an overly optimistic view of the police when contradicted by the child's own experiences can also produce a sense of distrust and insecurity. Children need social cohesion and a sense of well-being.

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Larkins believes that the business of the school is to train future citizens for a pluralistic democratic society and that since conflict and dissent are central to such a society there is little justification for failing to introduce and value opposing viewpoints. He believes we can assume that our system works best when issues are debated in an attempt to resolve conflict and that more rational discussions contribute to the making of better policies. It will not help to avoid such controversial issues as police power, support or violation by the police of American values, alternative responses to police misconduct, to what extent the police should be used to discourage or crush dissent, under what circumstances the police should be used against dissenting groups, what procedures police should use to control riots, what regulations are needed to prohibit unlawful assembly, how police power is related to basic values which protect dissent, under what circumstances searches are justified, and if the police treat different racial or economic groups differently.

Content will need to include information about the tasks, duties, and responsibilities, powers or authority, and limitations and restrictions placed on policemen, according to Larkins. Information is also needed about the ways policemen actually behave when on duty. Is there a gap between what is on paper and the way it is in reality sometimes? This should give students some standards by which to judge the conduct of policemen. Exploring word disputes, factual disputes, and value disputes he depicts as helping children understand how our experiences, needs, and desires affect our views of the world. Concepts learned should help students make more astute judgments about factual claims, better understand how well-intentioned people can end up on different sides of an ethical issue, and better understand why people with different viewpoints cling so tenaciously to the positions they take. Stressing the importance and power of language should improve the climate of the discussion by helping the child to guard against being overly influenced by emotive language. The roles of policemen can be used as a departure point for studying law. (10)

Although the study of the Constitution is generally required in schools and customarily time is devoted to a study of how bills move through Congress as well as to discussions of the rights and responsibilities of citizenship, it is quite possible for pupils to acquire knowledge about laws yet not develop any real understanding about the nature of law. Each of the major ideas embedded in our Constitution is an area for inquiry, for valuing and value clarification, and for a wide variety of creative adventures in teaching and learning. American education is now centering some of its attention on contemporary questions which have historical roots. Educators who advocate the studying of law as part of the social studies program also advocate that such study include: moral reasoning, appreciation of legal processes, acquiring legal concepts, moral analysis of an imperfect social order, and methods that include participation. The May 1973 issue of Social Education contains articles on the Constitution and the environment, the Constitution and women's liberation, the Constitution and the Black experience, the Constitution and the corporation, and the Constitution and the Supreme Court and Youth.

In addition the issue contains examples of techniques for teaching about the Constitution, how to effectively use films and filmstrips, case-method approaches, role-playing and dramatizations, simulation gaming, using art and literature and music, and techniques for clarifying values, attitudes and beliefs. There is also a bibliography of sources and resources. (3, 4, 6, 7, 9, 11)

The study of man's laws must be conducted within the context of an elementary social studies program, not in an isolated unit of work. This area requires that teachers not only become better informed about the nature of law but that they take a fresh look at the whole of their social studies instructional program.

Law

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17. Starr, Isidore. "Law and the Social Studies," Social Education, XXXII (April 1968), 335-40, 344.

18. Turner, Mary Jane. "Sources and Resources for Teaching About American Politics," Social Education, XXXVI (October 1972), 623-43.

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Chapter 6

WOMEN

It has been a tradition of our American culture that the education of girls and young women should be different from that of boys and young men and that it should help them accept the stereotyped images of the females of the past. But we no longer live in an era where tradition has credence and it is time our educational system rid itself of the mental blocks tradition imposes and look realistically at the educational needs of women and of men as they relate to women.

Units for the elementary schools are now being developed to give children a realistic understanding of a woman's life in America. These units consider that nine out of ten girls will work outside the home in their lifetime, that the family as an institution is changing, that child rearing no longer fills the major part of a woman's life, nor will housekeeping. Instead the typical life pattern of women will be one combining homemaking and job holding. This pattern will apply to both single and married women. At the same time the role of husband and father can be expected to change toward taking a more equal responsibility for home and children. These units also consider that as the economy expands we will need to use all our human resources and women can fill this need. It needs to be recognized that women can and do hold a variety of jobs and we hope will share equally in the opportunities for skilled and professional jobs with equal pay for equal work.

Schools can no longer afford to picture women only in the roles of mother, nurse, or teacher. Motivation for inducing women into the many fields of work that they can handle needs to start in elementary schools. A variety of life styles needs to be explored.

Home environments tend to set the stage for sex-role stereotypes, and therefore, the schools will have to work at changing attitudes. Whether at home or at school, girls should not be limited to playing the housewife role where their only chores are cooking and taking care of the children while the boys' work roles are almost limitless. Educating adults to communicating with children to allow them to choose is important as is the choice of toys and books for children to play with. Units planned for the elementary schools must sensitize children and parents to sexist statements or acts. When a teacher selects books or other media for study, he or she should make sure it does nothing to destroy the female spirit and self-esteem; whether one is studying ethnic cultures or females or males.

Minority groups are not the only ones with a complaint against the historians and authors. According to Linda Hirshman, the movement for women's rights has been linked to the laws of the United States since

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Abigail Adams. The women's movement, she says, has helped define and has been shaped by basic constitutional concepts of the privileges of a citizen, the equal protection of the laws, and the limited powers of the government. In 1777 Abigail Adams wrote her husband, John, asking him to include in the new code of laws more favorable and generous laws for women than his ancestors had and threatening that if women were not considered they would foment a rebellion and not consider themselves bound by any laws in which they had no voice or representation. If Mr. Adams had followed his wife's advice the role of women in the United States would not have had such extremely limited political and legal status.

However, Hirshman comments, women were not a fundamental national commitment and the women's movement did not develop. The first organized efforts to gain rights for women sprang from the Abolitionist movement. The landmark Seneca Falls Convention to discuss the social, civil, and religious rights of women was called in 1848 by two women who, because of their sex, were excluded from the World Anti-Slavery Convention. Women were dismayed when the Fourteenth Amendment to the Constitution ensured legal equality for slaves and omitted women. Further, she says, courts started with the presumption of physical differences between men and women and extended it to legal difference. A number of court cases are cited by Hirshman to illustrate this historical progression of the women's movement as well as the Equal Rights Amendment of 1972, which is still in the process of being ratified.

Although issues of equality have been the primary feminine focus, the most far-reaching legal changes may result from the constitutional commitment to the inviolability of individual privacy. Even though unwritten laws frequently treat women differently, the application of such constitutional principles to the feminist movement makes the interaction between legal principle and social reality an interesting subject for study. (2)

Recent studies have concluded that women's low aspirations are the result of subtle forces. The will to fail may not be there but the avoidance of success most surely is. Why? Janice Trecker's response to this question in her article on women is, "A reasonable place to start, considering the admitted obscurity of most women in American history, is the United States history text. Are the stereotypes which limit girls' aspirations present . . .?" Her answer is yes. Women's position in society has been shown in textbooks in subtle ways, she says. Textbooks did include some mention of the high position enjoyed by some American women but this was little more than a disclaimer. Wherever possible, male leaders were written about and quoted. Even in areas where women took part in reform movements, only men were quoted. The life of frontier women was told through the reminiscences of men. Sometimes profiles of women were included only in separate sections. Women were depicted in passive roles with the implication that their lives were largely determined by economic and political trends and that they rarely fought for anything; that their rights were "given" to them. Even in dance, film,

theater, in almost any part of the intellectual and cultural life, mentions of women were omitted. Minimizing the roles of women has tended to make the few included seem as rare, eccentric individuals or only as those who supplemented their role as homemaker.

The entire history of women shown in U.S. history textbooks, according to Trecker, might be summarized as women arrived in 1619; they participated in reform movements, chiefly temperance; they were exploited in factories; they struggled beside men toward the West; in 1923 they were given the vote; and they have enjoyed the good life in America. A few women mentioned--Harriet Beecher Stowe, Jane Addams, Susan B. Anthony, Carry Nation--and you have the basic text. A curious pattern of inclusions and neglect reveals a stereotyped picture of American women--passive, incapable of sustained organization of work, satisfied with their role in society, and well supplied with material blessings. There are, however, Trecker believes, some promising attempts to supplement the scant information about women in textbooks and to face social problems experienced by women.

She maintains that units developed on women might include Ida Tarbell, Margaret Sanger, Abigail Duniway, Margaret Brent, Sojourner Truth, Frances Wright, Anna Howard Shaw, Emma Willard, Mary Bickerdyke, Maria Mitchell, Prudence Crandall, Harriet Tubman, Edith Wharton, Frances Perkins, Leontyne Price, Alice Paul, Margaret Mitchell, Mary Cassatt, Amelia Earhart, Marjorie Tallchief, Mary McCloud Bethune, Dorothea Dix, Elizabeth Stanton Cady, Anne Hutchison, Willa Cather, Gladys Swarthout, Carrie Chapman Catt, Helen A. Whiting, Lucretia Mott, Nerissa Whitman, Eliza Spaulding, Irene Castle, Alice Roosevelt, Eleanor Roosevelt, Emily Dickinson, Margaret Fuller, Amy Vanderbilt, Eudora Welty, Pearl Buck, Edna St. Vincent Millay, Georgia O'Keeffe, Helen Keller, Florence Sabin, Esther Hobart Morris, Martha Graham, Isadora Duncan, Ruth St. Denis, and Marian Anderson. These women have contributed to education, the suffrage movement, medicine, art, dance, music, journalism, politics, humanitarianism, muckraking, reforming, poetry, aviation, labor, and abolition.

Trecker believes that the omission of many significant women is probably not a sign of intentional bias. The treatment of women simply reflects the attitudes and prejudices of society. Male activities are usually considered more important; therefore male activities such as fighting wars are given primacy in textbooks. There appears to be some disapproval in textbooks of women's full participation in community affairs. What is so sad, Trecker asserts, is that texts might find room to include something about an aerialist who walked a tightrope across Niagara Falls and something about the length of women's skirts but they cannot find the room to include the contributions of women as the social problems of America were solved. Real change is needed, she says, to rid books of a smooth, pervasive bias. An awareness of the contribution of women to our society has to be developed. Information on ordinary people, the majority of whom are actually women, needs to be included in texts as well as developments that primarily affected women. All aspects of women's life--legal, social, religious, economic, and political--need to be covered. However,

as Trecker sees it, more than just information is needed. What is needed most is a new, changing attitude toward the "place" of women. One which attempts to treat both women and men as partners in their society. (4)

Elizabeth Burr and others, in a recent article, state that language transmits values and behavioral models to all who use it and that certain phrases need to be eliminated because they reflect outdated assumptions concerning women. Subsuming terms, masculine terms which are commonly believed to include females as well as males, operate to exclude females. When children are told that "men by the thousands headed west," they frequently do not form a mental image that includes females. Terms such as Neanderthal-Man or Cro-Magnon Man likewise leave females unrepresented as examples of type. Constant reference to man-made products implies males only. Subsuming masculine terms, they say, can be replaced by inhabitants, women and men, people, individuals, and human beings.

Another example of male orientation includes hypothetical males as in the sentence, "If a 'man' wanted to travel from . . . ." Quoted materials can also be male-oriented such as "Men since the beginning of time have sought peace . . . ." Such quotations or sentences reflect the opinion that females are of no consequence or that they never engage in such activities. It is the teacher's job, they say, to point out that these male-oriented terms could also apply to women.

Textbooks frequently use generic terms such as "The peasants toiled in the fields" without making it clear whether the term peasant refers to both men and women or to men exclusively. Authors tend to let "men" stand for "people in general" and to let the deeds of "people in general" be attributed to men, but they are not willing to blur "women" with "people in general" or to permit "women" to represent "people in general." Women are often deprived of their true status as pioneers, travelers, or seekers-after-gold in their right. Occupational terms ending in "man" also suggest that certain fields are closed to women, or certain terms such as housewife suggests that domestic chores are the exclusive burden of females. Authors, they say, should seek to provide a just portrayal of the sexes in textbooks that accurately represents the roles of women and should use language which permits readers to perceive women as whole human beings. (1)

Children in the elementary school must be allowed all available opportunity to develop and achieve their full potential. They should have free access to HUMAN toys, books, games, and emotions and not just those most frequently associated with their sex. Prejudice can even be telegraphed by colors. Blue or pink is frequently the first label of a baby. The way children are handled may predispose them to certain behavior. Girls get cuddled and purred over with a glance to see if they are pretty. Boys get hoisted and roughhoused with a glance to see if they might make a professional sports team. Girls get dolls and tea sets and mops and nurse kits. Boys get chemistry sets and erector sets and model cars. Girls are sent to ballet, piano, knitting, and painting lessons. Boys are helped with camping, skin-diving, skiing, and football. Children get the signal that they are supposed to be different. Girls feel they

should become passive, domestic, cultured, and cautious. Boys feel they must become competitive, experimentive, problem-solvers, and take risks. Instead we need to open options. What about the boy who might want to cook or become a nurse or an artist? What about the girl who might want to become a pilot or a chemist or a doctor?

Schools provide children with fairy tales that show girls sleeping away their lives until a prince rescues them. There is Lazy Mary, Contrary Mary, frightened Miss Muffet, empty-headed Bo-Peep, and eccentric Mother Goose. Arithmetic books have Jane working with pies and Dick working with rockets. Girls are encouraged to be alluring, beautiful, passive, supporting, and are supposed to subvert their energies and conceal their brains. Spunky girls finish last. Tomboys must convert. Boys are victimized by reverse effects. If she is dainty, he has to be strong and assertive. If she likes the athlete, he must become one. Dad must work to keep starvation from the door of the mother at home. In juvenile literature boys can't find examples of boys playing flutes. They are expected to be interested in sports, war, and high adventure. They are not supposed to have strong emotions or at least to show them. Flat sexist generalizations can no longer be tolerated. Women should not be pictured only as mothers who have few opinions. They must be shown leaving the home, the yard, and the marketplace. Libraries need to be alerted to the need for stocking books that allow girls to have exciting adventures, to solve problems, to work outside the home, and to have jobs around the classroom other than passing out the cookies or watering the flowers. Emancipation from sex stereotypes cannot be achieved unless teachers seek to give a realistic picture of women's place among human interrelationships.

Even Sesame Street has received some criticism for teaching sex role rigidity. Susan is almost always in the kitchen. Dad works, Mom cooks (an inaccurate picture of many black and poor families and of middle and upper class dual-professional families). Boy monsters are brave and gruff. Girl monsters are high-pitched and timid. Oscar turns out to be a male chauvinist when his garbage-pail home becomes dirty and he calls a woman to clean it. And speaking of television, we all know how commercials influence how people view themselves. Are women and men truly allowed to become individuals in whom diversity is prized?

Books such as Cecily Brownstone's All Kinds of Mothers (McKay), which pictures black and white mothers, working and stay-home mothers, all of whom show love of children, might be an addition to a school library. Fred Phleger's book Ann Can Fly (Random House) gives an account of a Daddy giving Ann a piloting lesson on their way to camp. Dick Bruna's The King (Follett) shows a king preferring a plain untitled girl. The Little Duster (Macmillan) by Bill Charmatz shows a grown man cleaning his messy apartment with the inadvertent aid of a dog. Even the Wizard of Oz shows Dorothy leading the search for brains, heart, courage, and honesty, so it is no wonder it has been a favorite for so long. The Night Daddy (Delacorte) by Maria Gripe shows an eccentric young man babysitting for a girl whose mother works at night. Sonia Levitin's Rita, the Weekend Rat (Atheneum) is a story about Cynthia who overcomes her belief that

girls are not as interesting as boys. And don't forget such biographies as Challenge to Become a Doctor: The Story of Elizabeth Blackwell (Feminist Press); Nelly Bly (Gerrard), about the first woman reporter and her fight against sex discrimination; Shirley Chisholm (Doubleday), about the first black woman elected to the United States Congress; Dona Felisa: Mayor of San Juan (Dodd, Mead), who served for twenty-three years; and Shalom, Golda (Hawthorn), about Israel's Prime Minister, Golda Meir, from childhood to world leader. All of these books are for the elementary school level. Bibliographies of other suitable books are being collected by many groups. Check with the librarian for recent lists.

David Sadker and others have written an article that offers many value clarification strategies to help teachers overcome some of their own sexist values and to assist students to learn how to better deal with the issue. Suggestions for listing, coding, rank ordering, questioning, and brainstorming are included. (3)

Although teachers may need to include units on women to make up for some of the omissions of the past, most of all they need to check every unit to see that it gives a realistic picture of women. Each unit should be checked for the variety of roles it pictures women playing. It should be checked to see if contributions of women are properly recognized and to see if women are shown as leading exciting lives. Activities in units also need to be checked to see if each helps girls and boys achieve their potential and develop their own individual interests. Social studies is helping people understand people and themselves and their interrelationships.

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Women

1. Burr, Elizabeth, Susan Dunn, and Norma Farquhar. "Women and the Language of Inequality," Social Education, XXXVI (December 1972), 841-45.

2. Hirshman, Linda R. "The Constitution and Women's Liberation," Social Education, XXXVII (May 1973), 381-86.

3. Sadker, David, Myra Sadker, and Sidney Simon. "Clarifying Sexist Values," Social Education, XXXVII (December 1973), 756-60.

4. Trecker, Janice L., "Women in U.S. History High School Textbooks," Social Education, XXXV (March 1971), 249-60, 338.

Chapter 7

URBAN PROBLEMS

Barbara Ward, in an article on urbanization, makes the point that urbanization is a way of modern life and that the urban environment is rapidly becoming the daily habitat of nearly the entire human race. It is the environment that we have and that we have to make human. The city, in a sense, she says, has been not only one of man's great continuing symbols of civilization but also the recurring image of human poverty. We must always remember that the process of modern urbanization has been incredibly haphazard. As a result, she asserts, during the period from approximately 1880 to 1945, industrial cities developed with a number of flaws: the unplanned, unscientific concentration of people led to astonishingly severe pollution and to the increasing prevalence of disease; no one noticed what was happening to land prices until they were distorted beyond all reason, and once they reached such heights it became impossibly expensive to provide decent housing for the masses of city dwellers; and the burgeoning urban centers attracted more and more vehicles, both commercial and personal. During the latter phase, she points out, there evolved something of an effective city government, a working drainage system, a lessening of pollution, and the beginnings of some kind of control of growth in these cities. There was a movement away from the extraordinary haphazardness of early urbanization.

But as cities grew, Ward contends, the pressures to get out became as great as the pressure to get in. This "out-pressure" began to produce the phenomenon of urban sprawl--the suburbs. Unfortunately, she says, a number of the solutions to urban problems proposed during this period were based on false assumptions. A great many of the solutions, which had been postulated upon a stable population, were no longer valid after World War II. The second surprise after 1945 was the very large migration of unskilled people out of rural poverty areas into the cities. These unemployed or under-employed newcomers, she points out, have taken up their homes primarily in run-down districts of the central cities. Social fears hastened the flight of the middle class to the suburbs, increasing the physical deterioration of the central core. The third unexpected factor she sees in today's urbanization process is the reappearance, with a vengeance, of pollution.

According to Ward, two-thirds of the world--Latin America, Africa, Asia--is now urbanizing more rapidly than at any other time in the history of the world, with the cities growing four to eight times as fast as the population. If we continue to create environments as ugly, as dangerous, and as cut off from nature as those we are building now, and have built in the past, can the human species survive? (16)

Educators must face the issues of urban America squarely, states Yetta Goodman, if they want young people to believe that education is really pertinent today. Economically poor children drop out of schoo

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because they see in it little of relevance to their lives. Middle and upper class white and black children find ways to disrupt the educational scene as they attempt to call attention to the inflexibility of much of education. Goodman believes that social studies teachers are obligated to help children understand a changing urban society. She presents three propositions which may help bridge the gap between the reality of the metropolitan community and the elementary classroom. The first proposition deals with the concept of interdependence. She asks that this concept be redefined and related to modern problems. Too often, she says, study in the elementary schools has been mainly concerned with interdependence in securing food, shelter, and clothing, and has neglected to look at such urban problems as water and sewage control, overpopulation, pollution, and the alienation of urban and suburban populations. International interdependence and common urban problems, she believes, need to be explored. A greater understanding that urban and suburban areas are an integral unit is needed as schools face the issues of whites moving to the suburbs and black separatists calling for a segregated life.

A second proposition, according to Goodman, has to do with intergroup relations.

> Concern with intergroup relations demands two seemingly conflicting kinds of learning. At the same time that more is learned about the characteristics of different groups within our society, it must also be learned that within any one group there can be wide variation in regard to occupations, educational aspirations, political understandings, values, language dialects, geographic origins, and familiar patterns. (4)

Many a preservice teacher, she says, has gone to student teaching in a ghetto unprepared for the wide range of differences she found. Too often adults describe people from the suburbs or people from Poland, for example, as if they are all similar. Goodman believes urban children must be described realistically as coming from a wide range of economic, social, ethnic, racial, and religious groups that are representative parts of a larger cultural group. Some people actually talk as if we have only slow, poor slum children and bright white suburban children. Teachers must deal with reality, she contends, and avoid creating stereotypes that overlook strengths. Additionally, thought patterns that allow teachers or pupils or adults to expect all children from a group to have the same interests and motivations must be avoided. It takes work to unlearn misconceptions, she asserts. Teachers must build concepts of democracy that include understandings of the genetics of the human races, the concepts of group similarities and differences, and a true picture of stereotypes, discrimination, and prejudice. She asks that more attention be paid to differences within groups. Problems of cultural groups, interrelationships, and reaction patterns must be stressed.

A third proposition that Goodman advocates has to do with real and controversial issues. The elementary school social studies program, she

says, must deal directly with contemporary, controversial issues in the classroom. There are still too many teachers using just textbooks. Some of these textbooks have a copyright date before 1967, giving out-of-date information. Children who are learning about a single country in social studies are holding discussions on the playground and after school on the war in Vietnam, the generation gap, black power, women's rights, crime in the streets, demonstrations, and sex. The content taught in the elementary school, she holds, must become more relevant to society and especially to the urban child. Children need to recognize that history is happening today; it is deplorable that many children were dismissed from school without any explanation when Dr. Martin Luther King was shot. If our schools do not handle current issues, she states, they are doomed to ineffectiveness. She believes that real and controversial issues need to become an integral part of the curriculum, that teachers need to increase their skills in handling discussions, arguments, and debates, as well as their skills in guiding children to information that will bear on the problem.

Goodman feels that administrators need to become more open to a classroom atmosphere that looks at the city's dynamic conflicts and vital controversies. School and community groups need to encourage children to explore many viewpoints. A unit in the primary grades on "Police and Community Relations" would be much more relevant, she asserts, than a unit on "Our Friend the Policeman." Hearing points of view from both policemen and community groups on how each are dependent upon the other, on whether policemen do treat oeople in different ways, and whether all police hold the same beliefs would likely be enlightening to children. Each group--teachers, families, administrators, community leaders--needs to take the lead in promoting the importance of a social studies curriculum that deals with what is really happening. (4)

Hubert Kirkland provides us with information regarding possible units of instruction in the primary grades. Study in primary grades can center around how the children in affluent suburban schools can learn to understand the problems of the inner city or how the children of the inner city can be taught to understand the problems of the affluent neighborhoods. Each group can be taught, he feels, to cope with life in the city and the suburbs and learn what problems are common to both. Teachers should not underestimate the abilities of the primary child to comprehend the major issues facing society.

Kirkland believes that children should be provided with valuable opportunities to examine major issues that affect their lives and learn how to make wiser decisions concerning these issues. Using the city itself as the learning center rather than just the walls of the classroom is a good place to begin. Kirkland advocates that teachers take children from the outer or inner city to its opposite and ask such questions as: How are these alike? How are these different? Have them record what they see in drawings, paintings, stories, data retrieval charts, etc. Discuss reasons for what was seen and how things are changing. Looking at the economics of the area, he says, might be a guide for

discovering the processes through which houses are cheaply sold to help the occupants escape the proximity of an undesirable neighbor and then resold for twice their value to the so-called undesirable who is more often than not a member of a minority group. Furthermore, he feels that looking at families that are not composed of the oft-portrayed father, mother, son, and daughter can be helpful to children's learning about the security of extended families or one-parent families.

Since children are bombarded through television with news of racial conflicts, Kirkland contends, teachers and children should study the impact of the many ethnic groups crowded into ghettos, the disparities in socio-economic conditions between the suburban and the ghetto dweller, and the high concentration of a single ethnic group in one part of a city. Children should also look at the typical white inner city ghetto dweller. Primary children, he believes, can investigate disorders, their causes, and corrective actions taking place. Through pictures, films, tapes, stories, and role-playing, he says,primary children can be helped to understand some of the racial difficulties in our country. Examining the organization of our present society can lead children to consider white, institutional racism and who is protected and unprotected. It is all right, Kirkland maintains, for the inner city child to learn that white racists believe in the inferiority of non-whites. They need this information, he says, in order to make wise decisions and to consider how all whites and non-whites are affected to some degree by racism. Race needs to be discussed, he feels, in the urban primary classroom in an open, honest, and free manner.

According to Kirkland, primary teachers can also help inner city children recognize ways that they can combat the ugliness of their surroundings by a study of how changes are brought about. Children can find out how they and their families can become better consumers, can resolve conflicts with police, schools, and landlords, and learn where they can go for help in medical, legal, or social matters. How slums are created, he believes, is another worthy topic for study. The part government plays in determining the environment of the city is also a worthy topic. Urban environmental pollution, he says, whether water, air, sight, noise, or social pollution, should be recognized. A unit on the relationships of individuals to society permits the study of such questions as how does one get what one wants, why do we have laws, why are laws enforced, how does urban renewal affect people, and what is the role of the city in providing adequate housing. A unit on communication or expressions that hurt people, Kirkland states, might also bring about greater understanding of human relationships. Much can and should be done in the primary grades to help the children see the city as a desirable place to live when people work together to make it better. (8)

The need for improved instruction about urban problems with middle grade children is the subject of an article by Lloyd Jones. Teaching children in the middle grades, as in the primary grades, involves acquainting them with the realities of such problems as urban decay, racial strife, environmental pollution, crime, overcrowded housing and the like.

The inner city child, Jones feels, probably needs most to focus on a feeling of self-importance as a respected and worthy member of urban society who can contribute to the betterment of that society. Searching through history for the circumstances of the past that have contributed to present day urban life, Jones advocates as a worthy topic for study. Looking at the positive side of urban life as well as the negative side he feels is important. Clarifying political issues, such as a study of how important decisions are often made in deference to small politically influential groups rather than on the basis of what is beneficial to the general welfare of the citizenry, can aid in understanding problems created. The growing crime rate, the concept of upward mobility, the adaptation of a variety of nationalities to urban life, the errors of commission and omission of many history texts, and the black revolution can become, he believes, topics for units.

The manner in which urban studies are conducted, Jones believes, will largely determine their significance. An open-minded, non-authoritarian teacher who can create a classroom atmosphere conducive to the open exchange of ideas and the search for truth would be psychologically healthy for all. Schools must work, he says, to bring about changes in urban youth through communication, investigation, problem-solving, and persuasion. An honest dialogue is needed among all peoples. Accurately taught, social studies of urban life can be an important beginning. (7)

An interesting and unique way of teaching about urban problems at the secondary level is presented by Richard Peters in his article on the use of Graphic Studies to sensitize students to their community. Peters believes that the Graphic Studies approach accomplishes a number of important educational outcomes such as: direct exposure to community resources and phenomena, organized self-instruction, direct involvement in planning instructional-learning activites, learning to perceive relevancy and relationships of isolated information, interpreting and organizing data as well as creatively presenting it through the means of graphic communication media. This approach is inquiry oriented and appropriate for many topics dealt with in high school social science courses.

Breaking the approach into four parts, Peters presents the following structure:

> Research Abstract - Having identified an area of inquiry the students develop a research abstract in which they identify their topic and present a rationale for its investigation. This includes a search of the literature.
>
> Strategy - Having conducted library research, the students, equipped with graphic communications devices, go into the community and collect data by talking with individuals, taking pictures of what they see, recording what they hear, and jotting down on paper their impressions.

> Interpretation and Organization of Data - Having collected data, students begin the process of data evaluation, interpretation, and organization into some outline form. Through listening to their tapes, looking at the motion and still pictures they took, and reading their notes, salient data are gleaned.
>
> Research Report - Utilizing the data collected as a result of the community-wide student inquiry, research reports are developed. Some students organize the data while others are compiling the text of the report. Still others are editing tapes, films, and pictures and coordinating them with the oral presentation. (14)

Highly significant to the study of urban problems is the study of drug education, career education, and consumer education. True, none of the three are limited in scope to only urban areas, but all three are a very viable part of the urban scene and most certainly a concern of social studies teachers.

Drug Education

The use of drugs by children of all ages has generated national concern. In a series of related articles, Donald Wolk talks about drug education program, while Gus Dalis provides teaching strategies for drug education and Elmer Schiveiss gives a case study example.

In his article Wolk describes the changing cultural portrait of American society as well as the kinds of effective drug education programs that are needed. Wolk believes that teachers themselves should plan and teach drug education programs. But in order for this to occur he believes intensive teacher education is essential. Knowledge and information on the part of the teacher leading to certainty and assurance in responding to children is essential. Further he believes that an interdependent working relationship among school personnel, students, parents, and other community resource people is necessary to the program.

In describing the characteristics of desirable programs Wolk talks about the importance of the instructional targets, realistic objectives, varying teaching techniques such as role-playing, debates, simulation, films, guest speakers, small group free discussion, etc., and alternative choices for evaluating. (18)

Gus Dalis in his disucssion of teaching strategies for drug education contends that in those instances where the purpose is to provide information and to help students develop concepts, it would seem that didactic and Socratic teaching approaches are most appropriate. However, Dalis believes that for drug education programs to be effective they must move beyond this type of instruction. The drug issue is an emotionally-loaded issue. Drug-related conversations often become so heated, because of the vast array of attitudes, viewpoints, and differing values, that

positions become polarized and communication ceases.

Thus Dalis suggests using a teaching strategy wherein it is possible to help students analyze and determine the validity of their own points of view regarding drugs for themselves. He then outlines in some detail such an approach called an Inquiry Teaching Strategy which includes four generic operations by students. However, Dalis says:

> Fundamental to this approach is a classroom setting whereby the students decide what information is relevant to their points of view. It is then their responsibility to check their points of view with the real world and with the valid data available. (2)

Elmer Schweiss reviews the experiences of developing a drug education curriculum for an elementary school, and presents the concerns faced in writing the unit, as well as the development of the unit and its use. Additionally, he provides a sample lesson from the unit. (15)

Career Education

Career education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living. It is not just a study of occupations but includes unpaid activities, the work of the student as a learner, and activities in which one engages during leisure and recreational time. It is for all persons young and old as each is asked to change as society changes. The study can include concepts in coping behavior, decision making, lifestyle, self-development, educational awareness, and career awareness.

Harold Howe II believes that the concept of career education serves the support of professional educators, but that career education is by no means the only emphasis needed to help schools to serve young people better. In his article he discusses both the essential components of career education and a number of reservations he has about it. He contends that education has a tremendous task to bring into the school experiences that relate to the realities of the world and that the curriculum should be opened to the issues of the day. And that although career education addresses itself to important and relevant problems, basically career education concerns itself with the problems of the economic man whereas schools must deal with the citizen man, personal man, etc. (6)

John Marchak's article provides a tremendous amount of information on career education. He deals with what it is, a number of the numerous projects being done, how teachers can help kids understand the myriad of career opportunities, how teachers can help students understand how the world of work operates, and he provides a lengthy bibliography of learning resources. (10)

In two related articles Henry Olsen and Jack Morgan present examples

of content and activities that can be used in career development programs at the elementary and junior high school levels. (12, 13)

Consumer Education

Has education failed to prepare "consumer citizens to function effectively in a complex, highly technical and impersonal economy" is the question addressed in a series of articles edited by The Education Division of Consumers Union of United States. The writers contend that although a large number of gains have been made in the conduct of business and in consumer protection legislation, without the support of educators many of these efforts can have only limited impact. Further they state:

> Social studies has a critical role to play in consumer education. For consumer education goes beyond buymanship, embracing more than just products and the marketplace. It seeks to provide consumers with the information and skills they need to deal effectively with the institutions, agencies, corporations, social conditions, and economic and ecological problems that affect them daily. (3)

Once you decide to implement a consumer education program, they say, your students must go beyond explanations of how our government and economy work. Controversial and conflicting points of view are to be expected as students discover information through uncovering facts and enlarging upon them. However, consumer-related issues are inherent in social studies. Periods of social and economic unrest invariably are period of consumer struggle. How communities use their resources, how people live or go about making a living, the day-to-day problems people encounter, and how people reach consumer-related decisions, all have potential for becoming aspects of consumer education.

They believe very strongly in a teaching approach which utilizes inquiry, problem-solving, value clarification types of strategies; and that it is in the area of value clarification that consumer education makes a significant contribution. Social studies teachers, they say, have innumerable opportunities to introduce consumer topics and activities either to reinforce basic subject matter or to add a new perspective and broaden the scope of the subject matter. Consumer education is most effective when each student can relate it to personal needs, goals, and social concerns.

The articles contain many suggestions for appropriate topics, content, questions, and activities to be used with students. They describe how to get started, learning packets, community action projects, studying regulatory agencies and corporate structures, as well as the use of such activities as product evaluation, comparative shopping, monitoring commercials, classroom debates, small group problem-solving, etc. Often consumer-oriented lessons evolve from the students themselves. (3)

Selecting consumer education materials is difficult because materials are available from a wide range of non-educational sources and because consumer education is inseparable from current events, which makes many materials obsolete quickly, according to Stewart Lee. This materials-selection problem, he states, should be met in the way judicious consumers meet any purchasing problem:

> What are all the options, and which are the critical variables? Choice of materials should be based not only on informed, cautious, and skeptical evaluation of the material, but also on as much information as can be found on the writer, the organization, and the publisher distributing it. (9)

He then presents a list of criteria for evaluating teaching materials for consumer education. Beyond this, moreover, Lee provides an extensive annotated listing of resources and suggestions. (9)

We need very much a vibrant, relevant, and meaningful curriculum in social studies for all children, and in particular for inner city children. Substantive content can supply the data for a reflective-inquiry approach leading to an exciting search for real answers to real problems. Many ideas and materials are being generated from numerous curriculum study projects. Teachers must up-date themselves in this very critical area of social studies.

Urban Problems

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Chapter 8

LATIN AMERICA

The study of Latin America in the elementary schools has an undistinguished record of achievement, according to John Augelli. Traditional teaching about Latin America, he feels, has tended to be either encyclopedic in approach and ethnocentric in viewpoint, or it has shown undue concern for exotic trivia. As a result pupils have found it either boring or something divorced from the real world, so its contribution to the educational development of the young has been superficial at best. Augelli believes that many problems beyond the control of the teacher have helped bring this about. Outdated textbooks; data limited in quantity, variety, and reliability; statistics given as national averages that obscure the disparities; lumping all people south of the Rio Grande into a group called "Latin America" and then attempting to make sweeping generalizations; these are some of the things that have plagued past teaching.

Augelli relates the story of a group of geographers who were involved in a field experiment carried out in Guadalajara, Mexico, who when shown a modern supermarket that would not have been out of place in America took very few pictures, but when shown a folk-market went into a frenzy of taking pictures. It was just too difficult for them he says, to believe that a neat, clean, odorless, efficiently organized, supermarket with well stocked shelves and brand names clearly stamped on processed canned and packaged foods sold by clerks in clean smocks manning cash registers was typical. Some of the stereotypes that many U.S. Americans have are due to the background of many commonly held views such as the "black legend of tropicality" which holds that unsuitable environmental conditions bar much of the land from human occupance and use, that the people are homogeneous, and that the people are unified. In fact he argues that one of the major difficulties in studying Latin America in our schools is this stereotyping of pre-acquired notions, myths, and downright biases with which the pupils begin their study. Augelli states:

> The home and other conditioning influences may have already given the student a series of distorted glimpses of the area filtered through the prism of Anglo-American cultural values; and too frequently, regional learning may only serve to lend schoolbook respectability to these distortions. As a result, pupils frequently emerge from the regional learning experience carrying a mental image of the lands south of the boarder which is a vague concoction of tropicality, Amazon jungles, mountain peaks with impossible names, banana republics, coffee trees, Argentine gauchos, Inca Indians,

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> and what have you; and if our students were asked to compare the people of Latin America with their own, chances are fair they will answer that the Latins are less intelligent, lazier, more irrational and immoral, dirtier, and (sotto voce) besides most of them are not really white. (1)

Many North Americans, Augelli believes, often fail to appreciate that virtually no Latin American country has developed the unity and homogeneous characteristics of a nation-state so common to most European countries and the United States or Japan. In many of the countries much of the population still remains outside the national economic, political, and cultural mainstream. As a result, he says, there is often no single way of life or national identity and loyalty which characterizes every segment of the national territory and every social group of the population. The Peruvian sierra with its large Indian population may have more in common with the counterpart areas of Ecuador or Bolivia than it has with its own Peruvian coastal lowland. The study of Latin America then, he contends, might be best approached through a framework of relevant contemporary problems touching Latin America as a whole. The struggle to achieve economic development and modernization is in varying degree characteristic of all the countries. The population explosion, the rampant country-to-town movement leading to unmanageable urban growth, narrowly based economies, agrarian reform, the irregular distribution of population, regional disparity in economic growth rate, and other problems could serve as a thematic vehicle for learning.

The geographers who took pictures mainly of the quaint and strange, Augelli points out, also learned something when they visited a rancho and compared its operation to that of a Kansas farm comparable in size. After having visited a communal land holding and small peasant farms they were amazed to learn that the ranch practiced modern agriculture having about the same labor and capital input, tools and machinery, and it marketed in similar ways to the Kansas farm. The visit, which produced real cultural shock, provides a lesson about the danger of stereotyping.

We need to define the goals of regional learning, according to Augelli, and one of these goals should certainly be to neutralize the ethnocentrism and bias with which we continue to look southward. In the long run, he holds, it matters little how many posters glorifying the Good Neighbor policy, the Monroe Doctrine and the Alliance for Progress are plastered in our schools. What does matter is that we help pupils to become cultural schizophrenics in assessing the Latin American scene; that we help them remove their made-in-the-U.S.A. red, white and blue glasses and perceive Latin America's environments, resources, problems and ways of life as the Latins themselves perceive them. Among the many inferences, he maintains, which the pupils could be expected to draw are that much of Latin America is in a state of transition and that the modern coexists cheek to jowl with the old; that the face and the culture of much of Latin America is a composite of the Indian and the European; and that the tastes, efficiency, and life styles of middle-class Latins may

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not be so radically different from their North American counterparts as some people seem to think. (1)

Like John Augelli, Earl Jones believes that we must get rid of the stereotyping of Latin America and Latin Americans in our schools. The truth is he states:

> . . . much of Latin America lies within the border of the United States: historically, etymologically, racially. Millions of United States citizens are Latins. Latin place-names abound. Vast areas of our territory once belonged to Latin nations. Latin America is not only Latin, but like our own populace is Negro, Czech, English, Indian, Chinese and all the rest. Our lives are filled with articles derived wholly or partially from Latin America. Much of our music is not ours but theirs. We both watch television, cheer baseball, brush our teeth, hope, worry, and pray. This unity provides the mode for relating one person to another, for showing how their lives and ours are entwined. (2)

If we are to change our focus during the teaching of the Latin American culture, concludes David Tavel, we must provide materials that show twentieth-century cities with high-rise buildings, street after street of business establishments, neon signs, traffic jams, cities where pajama-clad peons are hard to find and where the only time you ride a horse-drawn carriage or burro is when the family tries to do something out of the ordinary. The exotic, the strange, and the unusual may have their place, he says, but giving them primacy will result in a picture of Latin Americans no more real than one of North Americans based on the study of reservation-dwelling Indians, the Okies and Pineys, and the Alaskan Eskimos.

In a very real sense, Tavel states, Latin America is a land of cities --small, medium, and large. In contrast to the North American experience, he says, the first Europeans planned and built cities, some on the ruins of civilizations they had destroyed, with many churches, government buildings, and homes resting on pre-Columbian foundations. In Latin America, he notes, cities began and remained the centers of political, social, and economic power. The wealthy have homes in the cities and the poor migrate to the cities. Some cities, such as Montevideo contain such a disproportionately large segment of the population, industry, and commerce that it might take Washington, D.C.-Philadelphia-New York-Boston-Los Angeles all rolled into one to be comparable.

Just as in North America there are people who do not fit the WASP (white, Anglo-Saxon, Protestant) category, Tavel asserts, so is there diversity in Latin America. Latin America is marked by both greater diversity and greater mixing of diverse elements than North America. Diversity of race, social class, wealth, and customs abounds.

A child born into a Latin American family, Tavel notes, is entangled in a web of relationships, obligations, responsibilities, and privileges which has no counterpart in North America. This family is not just a family related by blood or even blood and patronage. Since obligations are lifelong and reciprocal, the result is nepotism in government and business. To those outside of the family, he says, a person feels no obligations and few have any sense of community responsibility. This extended family, he points out, also has its positive side, keeping society from fragmentation and social chaos by providing what unions, lodges, neighborhood organizations, associations, and government provide in the U.S.A.: a feeling of belonging and of not being alone. Tavel believes other contrasts might include the area of politics with its huge numbers of parties or groups. Limited value, he claims, is placed on cooperation, compromise, and organization, hence there is little wonder that so many governments have come to power through sheer force. Latin Americans accept that the government runs the country and that they take care of "their own" and none outside.

While the North American is frequently too busy moving up to or ahead of the Joneses to have time for artistic creativity, Tavel contends that his Latin counterpart is not too busy to enrich his life. This explains, he says, why Latin American accomplishments in the arts have been disproportionately great. In architecture, literature, sculpture, and painting Latin Americans have received universal recognition. The Spaniards and Portuguese, he asserts, did not come to America merely to exploit the resources and convert the natives. Were that the case there would have been no need to plan and build so many cities with central plazas of government buildings and cathedrals and churches. For the design, he holds, the Spaniards and the Portuguese brought ideas from home and, influenced by climate, topography, available materials, and the craftsmanship of the native laborers, were able to build classical architecture with unique refinements. In the twentieth century, he notes, governments have increasingly played a role in the cultural life such that Latin America has achieved a position of prominence in the arts. Architects, muralists, sculptors, and painters can take credit for the magnificence of the National University and the Olympic Stadium in Mexico City. Oscar Niemeyer and Lucio Costa stimulated the construction from scratch of the entirely new capital city of Brasilia in a natural environment. Latin American writers also effectively express in their literature the sadness which accompanies violence. Music, drama, and religion have played a part in the arts. Examination of Latin American culture, he says, can provide our pupils with an opportunity to see vivid contrasts in values and life styles.

These contrasts, Tavel contends, can lead to comparisons with North American culture, which in turn can promote a greater awareness and a critical view of our own culture. The study of Latin America will help children learn that ours in not the only set of answers provided to problems European man found in this new world. With this increased awareness children may then be more willing and able to examine our own answers and the beliefs and values lying behind them. (4)

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Harold Peterson believes that from the beginning days of the Latin American struggles for freedom and independence, American interest in the area has been spasmodic. He points out that our nation's Latin American policy has shown a lack both of consistency, with recurrent troughs of inattention and peaks of concern, and of long-term continuity. Out national government's spasmodic attention to Latin American affairs, he contends, has been reflected in the American classroom. Only on occasion do scholars and educators manifest their interest in this ares of the world.

During the 1960's such a boom began at the college and university level, with old programs being expanded and new ones developed, according to Peterson. Militant Latin Americans were attracted to a newer "new left." The Alliance for Progress represented the government's renewed interest in Latin America and its tremendous economic, social, and political problems. Yet, he says, by the 1970's this boom too had begun to slow down as funds were allocated elsewhere, as other world regions moved to the fore, and as preoccupation with Vietnam appeared to have sidetracked Latin America once again. Unfortunately, Peterson comments, maybe the American nine-year-old does know more about Latin America than he will ever after!

Peterson maintains that the many facets of Latin American history and culture can be readily adapted to many levels of classroom instruction. He discusses these under the following headings which provide us an opportunity to study the facets: There is Latin America as a source of fresh and untilled history, as a synthesis of cultures, as a source for comparative studies, as an archetype of the underdeveloped world, as a laboratory of social change, and as an area for interdisciplinary study. He concludes that we must face the reality that Latin America is on our doorstep--a region of relentless change, instability and turmoil--that could become a region of widespread upheaval. (3)

Our general curriculum approach to the study of Latin America and Latin Americans is narrow, provincial, unintelligent, and out-dated. We do not make use of the quantity of data and material available to us about this region of the world. Change in what's happening in our schools regarding our teaching about Latin America and its culture is imperative. No longer can we afford to allow ignorance or contempt for any region or culture to abound in the United States. Students must be given the data and tools which permit them to inquire reflectively and to conclude rationally.

Latin America

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Chapter 9

AFRICA

Africa is already a part of the elementary curriculum in both formal and informal ways, according to Charles Billings. Schools are being asked to improve these ways, he states, in an attempt to come up with experiences that can increase the pupils' powers of investigation and reasoning and at the same time replace the old distorted "truths" with more accurate views. Some people, he asserts, justify the inclusion of a study of Africa under the need for Afro-Americans to know the accomplishments of their forebears in order to develop pride in their race. Carter Woodson, the founder of the Association for the Study of Negro Life and Historyk established this popular rationale, Billings maintains, in 1926 when he said, "If a race has no History, if it has no worthwhile tradition, it becomes a negligible factor in the thought of the world, and it stands in danger of being exterminated."

The examination of the Africa background for an ego-boosting rationale is not the sole reason, though, for studying Africa. According to Billings, the history of Africa is literally the history of mankind, and all, both black and white, need to investigate Africa and reflect on its scope and universality to mankind. It is even more apparent, he feels, that the continent of Africa will become increasingly important for the conduct of commerce and human affairs. Within its confines it contains a significant portion of the mineral reserves so necessary for today's technology and it holds a monopoly on certain strategic metals. African culture, he believes, has also influenced the Western World in ways that are still being investigated. Thus, he concludes, if Western man is going to understand himself and his "New World" culture, no American school child should leave the classroom without a basic familiarity with the African continent and Africans.

Billings advocates that the African curriculum, in the simplest terms, should be concerned with land, history, and culture; and that the study of this curriculum should be an inquiry-oriented analytic process. He believes that it is important for pupils to understand the climatic and topographical conditions that exist on the African continent, for them to develop a "feel" for its immensity and great ecological diversity, and for them to investigate the historical, geographical, and cultural myths still abounding concerning the continent and its people. This study, he states, must move beyond the older preoccupation with simply describing the physical contours and climate of a region to developing within students an interest in seeking answers to complex questions, through utilizing the tools of inquiry, as well as the attitude that human beings make history.

The proper focus, Billings feels, for a study of Africa and Africans

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is upon man and his relationships with nature. He sees a thematic approach being used to advantage when studying this area. Such themes as Man and Climate, Man and Topology, Man and Natural Resources, Man and Modernization, Man and Nation Building, Man and the Arts, Man and Religion, Man and Urban Centers, and Man and Contemporary Problems can be applied to the study of Africa just as they can to other regions.

Many unfavorable opinions and myths about Africans need to be investigated and tested with an aim toward correcting misconceptions, Billings maintains. To do this task appropriately, he believes pupils must be encouraged to apply the process of reasoned inquiry to such investigation. Problem-solving techniques and the teacher's guiding questions must be combined with the pupil's own curiosity.

> The instructor cannot simply select a group of "facts" about Africa that all students should know for whatever good reason. It is just as damaging to a student's scholarly development to expose him to material aimed at "correcting" the misconceptions about Africa as it is to expose him to material that contains these misconceptions. The student himself must go through the processes . . . . In this way the student is in charge of his own conclusions rather than merely committing to memory the conclusions of others. (2)

Each child, he feels, should be encouraged to examine and reexamine the concepts and generalizations he or she has accepted in the light of new knowledge and his or her own increasing investigatory competence. Once a child, he says, has been forced to regard all Africans as primitive it is difficult to break out of this bias and stereotype.

Today's students, Billings concludes, needs to look at Africa in much the same way as they look at England: first, as a contemporary area with a rich and varied history; and secondly, as a source of many of America's customs, habits, and people. This investigation, he notes, should begin in the earliest grades. When European origins are first introduced, pupils are ready to have African origins introduced. Materials must be selected that will add to the students' knowledge about Africa and that can counter the stereotyped views given in traditional texts, on television, and from family and friends. This material, Billings holds, should contain elements of constructive ambiguity upon which the pupils can hone their investigatory and reasoning skills. The teacher's questioning, he asserts, must lend itself to divergent answers rather than a single "correct" response.

Billings cautions, however, against using only the technique of comparing and contrasting because the material having to do with Africa and Africans is important in its own right. Words, such as "natives," must be examined for their many meanings. A value orientation should be examined. One should always have supportive information before forming

conclusions, generalizations, or opinions. Since Africa is so diverse, he feels, pupils must collect a wide variety of data using many sources. Encouraging a child to withhold judgment until he is sure he has enough information, he claims, is one of the major aids to his learning how to learn. (2)

In a related article, Barry Beyer contends that the study of Africa becomes an exciting experience when organized around inquiry teaching. Such a study excites students, he says, because it allows them to pursue their own interest and make their own decisions on knowledge gained. Study of any body of information on Africa, he holds, can be profitably organized around four basic intellectual operations: defining a problem, hypothesizing answers to this problem, testing against evidence, and drawing conclusions. (1)

> Burton Witthuhn states, in regard to teaching about African geography: The challenge for the teacher is to organize information on place names, scenic wonders and regional description into a framework that communicates the interrelationship of this information while at the same time promoting student interest. (6)

He then demonstrates how this might be accomplished through the use of stimulating puzzles, six of which he illustrates. (6)

In 1969 a School Services Division was created by the African-American Institute to assist educators to improve what is taught about Africa in grades K-12. One approach they used, Harry Stein points out, was to ask Africans themselves what they felt should be taught regarding their homelands. Africans in both this country and Africa responded. According to Stein, they felt American educators might find it useful to consider these viewpoints before they design new lessons or curriculum units.

1. Stereotypes should be avoided at all costs. These often fall into the following categories:

   a. Geographic--Very few areas of the continent can be characterized as tropical rain forest or "jungle." Most of the continent is a plateau with vast expanses of open grasslands or areas of mixed trees and grassland. Africa consists of a wide range of topographic and climate regions.

   b. Terminology--Educators should stress the existence of the more than forty independent states in Africa inhabited by peoples who differ physically, culturally, and linguistically. Students should be cautioned to distinguish between different areas and their diverse problems. Vague inclusive generalizations and the expedient use of the collective

term "Africa"--to describe a continent with over 340 million inhabitants--must be avoided.

c. Cultural bias--African peoples, known to Europeans as Bushmen, Hottentots, and Pygmies, do not call themselves by such terms. These words represent denigrations applied to African peoples by Europeans . . . .

d. Economic--More attention should be given to African urban areas, industrial development, and tourism. While agriculture, both subsistence and monetary, is still the source of sustenance for 80-85% of Africa's peoples, other economic sectors are growing rapidly.

2. Nearly all respondents made a plea for an understanding of African cultural values . . . . African forms of expression, institutions of marriage, organization of family, etc., all meet African needs and aspirations . . . . Many Africans identify with the land, natural forces within nature, and the supernatural . . . . Curriculum units that deal with African religions and value systems are needed. African literature may prove extemely helpful in achieving these insights.

3. A wide variety of opinion was secured concerning the choice of subjects through which to investigate Africa . . . . The majority stated that the focus should be on contemporary Africa and Africans. Some felt that a "core" or cross-disciplinary approach was needed in which traditional history and geography could be combined with literature, sociology, economics, and political science. Emphases upon current urban developments, religion and ethics, and problems of modernization were also mentioned.

4. Nearly 65% of the respondents believe that North Africa should not be treated separately from the remainder of Africa. The entire continent should be taught as a unit; however, North Africa could also be taught in conjunction with Southwest Asian or Mediterranean studies. Many respondents showed a Pan-Africanist response in this regard, stating that recent European colonialism had unnaturally divided the peoples and states of the continent. Europeans in their ignorance of Africa's early history had also missed the importance of the long record of cultural and economic contacts between Africans north and south of the Sahara. The peoples of northern Africa are in some ways unlike those in other parts of the continent, but their basic contemporary, economic, and political status, as well as their recent colonial history, binds them closely to other Africans

> . . . . Educators should avoid the development of such courses as sub-Saharan or Tropical or Black Africa which exclude North Africa. These are arbitrary geographical definitions, created by non-Africans, that do an injustice to the African reality.
>
> 5. In the American curriculum, Southern Africa is the most neglected region of the continent . . . . This region is the area where the African nationalist drive for independence has been temporarily stopped by determined white minority resistance. The forty-two Southern Africans who answered the questionnaire stressed the need to acquaint Americans with the region and its problems. Many noted similarities between the efforts of non-whites in this country and those in Southern Africa to effect beneficial change. American interest and official U.S. Government foreign policy in the area should also be emphasized in any assessment of the area. (5)

The amount of materials available on Africa continues to increase. (3, 4) Analysis rather than description must be the main thrust of a study of Africa. As a cultural source of millions of Americans and as a developing world area, Africa matters in our school social studies programs. We need to study Africa by looking at both the Africans in Africa and African influences in the United States. Life in Africa and the people of Africa are changing. Our social studies curriculum must reflect these changes.

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Africa

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